CHAPTER V
DISCUSSION AND SUGGESTION

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This chapter presents the discussion of the revised product and the suggestions on utilizing and disseminating the developed product as well as developing further product.

A. Discussion on the revised product

This courseware as the developed product can be used as an alternative media to convey a new material, because there are other media that can be used to present new materials, such as books. The final product of this study is in the form of CD ROM which has the following components: (a) attention gaining-material, (b) pretest and posttest, (c) instructional objectives, (d) tutorial, (e) content, (f) exercises, (g) feedback, and (h) practicality to operate the courseware. Each component is discussed below.

a. Attention-Gaining Material

An attractive starting learning material will catch the attention of the learners so that the learning process will run well (Degeng, 1993; Gagne and Briggs, 1979). For that reason, this developed courseware is given an attention-gaining material in the form of pictures, animations and music. Besides as an attention-gaining material, these features are meant to give an overview of the material the learners will learn.

Based on the result of the try-out it is evident that the attention-gaining material which provides attractive pictures and animations can attract the students' attention and motivate them to learn.

b. Instructional Objectives

The purpose of informing the instructional objectives to learners is to inform what should be achieved by the students at the end of the learning. Informing the instructional objectives is important to build expectations in the learners about everything that should be mastered after they learn. Another benefit is that informing instructional objectives can make learners focus all of their activities on the learning objectives they want to achieve (Degeng, 1988).

c. Pre-Test

According to Dick and Carey (1985) pretest is used to assess competencies that will be taught. Pretest consists of one or some test items of the skill that is identified in the instructional analysis, including the instructional objectives.

Furthermore, Dick and Carey state that the purpose of the instructional objectives is to identify how far the learners have mastered the skills that will be taught. In addition, using pretest the learners are able to assess their own abilities before they learn, and will know how far they will gain progress after they learn by comparing the result of pre-test and that of posttest. For the

developers, the result of pretest can be used to identify how well the developed product can increase the learners' learning achievement by comparing the result of pretest and that of posttest.

d. Tutorial

This developed courseware is completed with tutorial. The tutorial functions as a good teacher and is necessary to present a new material. According to Hope, Taylor, and Pusack (1984) many teachers prefer tutorial to simple drill and practice. In this tutorial, the students are taught about the concepts of motion prepositions and the use of these prepositions. This tutorial is completed with supporting animated pictures and explanation to make it easy to learn.

e. Content

The content of this developed courseware is organized into four language skills. The clarity of the explanation and the attractiveness of the content in each language skill are supported by illustrations in the form of animated pictures that are expected to support the learners in understanding and using motion prepositions.

f. Exercises

As stated by Dick and Carey (1985) learning process will be successful if it is supported with adequate exercises. The exercises given in this developed courseware are aimed at helping the students to master the learning content and also know how well the determined learning objectives have been achieved.

The exercises provided in this developed product are arranged from easy one to difficult ones and in distributed in four skills (Listening, Speaking, Reading, and Writing). The exercises are accompanied with feedback.

g. Feedback

Feedback is a key element in a sequence of instruction. It is the means by which a learner is able to judge his or her own performance. Without a feedback, a learner is left to perform with no sense of direction or measure of correctness (Cates: 1988). This statement shows that feedback is one of important components in computer-based learning material. The feedback provided in this developed courseware is to inform the learners whether their answers are correct or wrong.

h. Posttest

According to Dick and Carey (1985) posttest is practically the same as pretest. It is given to assess competencies that they have been learned. For the learners, posttest informs how far they have mastered the material they have learned. For the developers, the result of posttest shows the learners' achievement after learning using this courseware.

h. Others

The result of the data analysis presented in Table 4.30 shows that this courseware is accepted by learners and that this courseware can give advantages over other learning media (books) to learn about motion prepositions. Besides, the existence of this developed courseware is

believed to increase the learners' motivation in learning English. Most of the learners also consider that they are able to use this courseware without guidance from the teacher.

The strength and shortcomings of the developed product

This developed courseware has some strength and also some shortcomings as follows:

The strength:

1. This developed courseware can be used as an alternative media for learning new material.

2. It can be used as a media to increase the learners' motivation in learning.

3. This courseware can be used to introduce the model of electronic learning using computer for young learners.

4. The material that is taught via this courseware is appropriate with the material of the English Subject for grade five of YPPI Elementary School students.

5. This courseware can be considered good because it has been tested through series of try out by learners and has been evaluated by the experts.

Besides its strength, the developed courseware also has some shortcomings, among others area:

1. The validity of this developed courseware was tested only to 22 students and 2 English teachers, and was evaluated only by one Subject specialist and one Instructional Technologist.

2. This developed courseware cannot be used in a classroom in which computers are not available.

3. The learners' computer knowledge becomes one requirement, because the courseware uses computers as the main device.

B. Suggestions

Based on the process of the development that had been done, the process and result of a series of try-out, and the conclusion that had been presented, it is necessary to give the following suggestions:

1. Suggestions for utilizing this product:

   This developed courseware can be used as alternative media to support the main media in teaching.

2. Suggestions for disseminating this product

   This developed product can be stored in the form of CD-ROM and distributed to some elementary schools in Surabaya.

3. Suggestions for further product development

   Further development studies can be carried out for developing other English materials, such as grammar, vocabulary or language functions.

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