THE IMPLEMENTATION OF COMPUTER-MULTIMEDIA FOR
TEACHING DESCRIPTIVE TEXT IN SENIOR HIGH SCHOOL

SKRIPSI

Summited In Partial Fulfillment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd.)
English Study Program

By:

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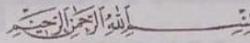**UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**
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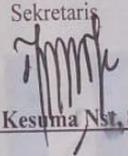PANITIA PELAKSANA

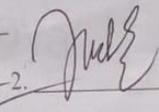Ketua   Sekretaris
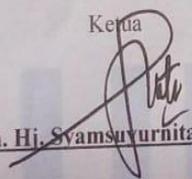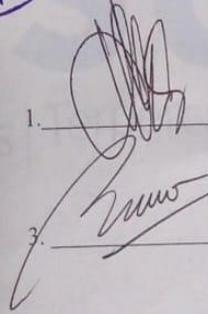
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LEMBAR PENGESAHAN SKRIPSI

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ABSTRACT

FADILLAH SAIFANI NASUTION. 1802050016. The Implementation of Computer-Multimedia for Teaching Descriptive Text in Senior High School. Skripsi. English Education Department of Faculty Teacher Training and Education, University of Muhammadiyah Sumatera Utara, Medan. 2023.

This study dealt with the implementation of Computer-Multimedia for teaching Descriptive Text. The objectives of this study is the class X MIPA students at SMA PGRI 12 MEDAN, which will be implemented from 02nd February 2023 to 31st March 2023. As the data, mixed methods, namely descriptive qualitative methods and quantitative methods are used in this study. Questionnaires and the interview guide line were the instrument used in the research to obtain the data. The data from the questionnaires were analyzed quantitatively and the data from the interview were investigated qualitatively. The first stage of the research was conducting need analysis. The result of the need analysis showed that the students needed materials for writing skills which were attractive and interesting and based on their study background. Based on the questionnaire that was distributed to students there were 10 questions that were asked then I found 8 needs of students in the English learning process, especially descriptive text material, namely goals, wants, procedure, lacks, the involvement of technology (computer-multimedia), needs, learners' roles , settings. which of the 8 types of student needs in learning English can be concluded that the need for material that can help develop vocabulary, grammar and text structure is what they want to focus on most in writing, meanwhile to stimulate students' interest in learning English in particular They chose to use audio and illustrations for their descriptive text material so that the use of multimedia computers really helps students in the learning process. Based on the interviews conducted with teachers it turns out that there are still many students who pay less attention to learning material by making noise so that the teacher only focuses on students who really want to follow the instructions given by the teacher in the learning process. While the results of interviews conducted with students shows that the methods used in the learning process were less interesting, so that students felt easily bored.

Keywords: *Computer-Multimedia, Descriptive Text, Senior High School*

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Assalamualaikum Warahmatullahi Wabarakatuh

Praise the lord for his blessings and compassion that the researcher can finally finish this research titled *Computer-Multimedia Analysis Aided In Teaching English As A Foreign Language In Senior High School.* never forgotten and always in our hearths, of course Prophet Muhammad peace be upon him, and that we hope for his salvation in the hereafter.

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Finally, the researcher hopes that this study was useful be it from the academic perspective, or others. The researcher also fully realized that this research is far from perfect, and thus any positive criticism is absolutely acceptable for the improvement of this research in the future.

Wassalamualaikum Warahmatullahi Wabarakatuh

Medan, September 2023
Penulis

Fadillah Saifani Nasution

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INTRODUCTION

A. Background of the Study

Multimedia is a branch of computer science that refers to the blending of two or more media. Multimedia, in contrast to a simple combination of a range of media to show information and enhance people's understanding and recollection of information, is a unity of media and reasonable coordination of media. Multimedia has a variety of qualities, including diversity integration and interactivity. Interaction is the most vital of them all.

The development of the world is always progressing rapidly every day, as well as the development of existing technology, almost all aspects of our lives require the role of technology to facilitate various activities and jobs to run quickly and effectively, for example with the emergence of computers, the internet and smart phones, is how increasingly being used by all human beings, because basically the presence of technology and these devices is very helpful and facilitate various human activities, not least in the educational process, the use of technology in the teaching and learning process has indeed been going on for a long time and brought a myriad of changes. Which is significant in the development of students in accepting new sciences, especially those related to technology and information (Uswatun et al., 2016).

Teaching learning by using multimedia is not only helping teacher in delivering the target language but also motivating the students in learning where it provide audio and visual materials that make the students attract to the lesson and give more attention to it. The success of teaching depends on the interest of

students to the subject, on their desire to learn it. Harnet (as cited in Brinton, 2001:459-475) shared that perspective by saying that media tools appeal to the students' senses and help them process information, thus empowering their understanding of target culture and increasing their motivation towards language learning, reinforcing the teaching points, and saving the teacher unnecessary explanation. By the use of multimedia in teaching learning that help learners' interest and help them understand the lesson, means they will focus on the lesson and affect their result of learning.

Today's multimedia is a carefully woven combination of text, graphic art, sound, animation, and video elements. When you allow end user, i.e. the viewer of a multimedia project, to control 'what' and 'when' and 'how' of the elements that are delivered and presented, it becomes interactive multimedia. As such multimedia can be defined as an integration of multiple media elements (audio, video, graphic, text, animation, etc.) into one synergetic and symbiotic whole that result in more benefits for the end user than any one of the media element can provide individually. Dr. Usha V. Reddi & Dr. Sanjaya Mishra (2003:4).

Visualization and concretion are two crucial characteristic of multimedia-assisted English instruction. They have the ability to learn English and develop their English skills. They can better assist students by making boring classes more entertaining, allowing pupils to study English more effectively. *Visualization,* students in traditional English classrooms are unable to focus on subject all of the time, and their attitude toward learning English is quite negative. They believe studying English is so tedious that they will not devote their time to it. However, multimedia can present us with a new teaching style that can help us overcome the

disadvantages of traditional teaching. It has the ability to make dull and abstract stuff more fascinating and alive. It can provide a variety of educational scenarios as well as real-life communication settings in which students convers in a foreign language. Making the process of learning English more natural. *Concretion,* in traditional education, teachers are the leaders in the classroom, and pupils learn only from their teachers. This circumstance has a significant impact on the use of the internet in education. During the teaching process, the teacher will encounter some problems and important points. If the teacher only imparted knowledge to his or her students. Students have difficulty comprehending information. Teachers can set the difficulty of the text into a situation in order to increase students' understanding while using multimedia to teach English. It can also provide a detailed interpretation for specific instructional issues in order to increase knowledge understanding. Students, as we all know, always utilize language in a unique setting to achieve the goal of communication.

Jonasen, et al (2000) cited in Mayora, C. A. (2006:15), shows that using multimedia technology in the classroom: *(1).* Allows students to work individually at a computer station, at their own pace, and according to their own needs; *(2).* Helps teachers to deal more effectively with a large group of students; *(3).* Makes the introduction and presentation of content more dynamic and attractive for students; *(4).* Increases students motivation due to the interactive nature of the activities. *(5).* Trains students to self-monitor and self-asses their progress, which promotes autonomous learning; *(6).* Promotes a task-based approach to learning; *(7).* Allows students to experience real-life and communicatively meaningful language situation and context; and *(8).* Introduce a

variety of print, audio, and visual materials that match different student learning styles and preference.

As previously stated, using multimedia not only assist the teacher is delivering the lesson, but it also allows students to learn independently and motivates them to learn. Multimedia also provides real-world experience by delivering audiovisual material to the student. With the rapid development of the internet, computer use in the classroom also offers additional possibilities for designing communicative task such as those built around computer-mediated communication and tele-collaboration, including the ability to interact in real time with oral and written communication, to conduct information searches to find attractive and meaningful material, and to engage in distance learning and e-learning, Anderson, et al (2006) cited in Mayora, C. A. (2006:16).

There are various points that teachers should be mindful of when teaching learning through multimedia. On eof them is the process of preparation prior to teaching. The teacher must seek for and select the materials that will be used in the multimedia lesson. In multimedia classroom, the teacher should also be aware of the criteria for selecting materials for teaching learning. Mayer (2001:41) concluded that successful learning requires students to perform five actions, with direct implication for the design of effective multimedia instruction: *(a).* Select relevant words from the presented text or narration, *(b).* Select relevant images from the presented illustrations, *(c).* Organize the selected words into a coherent verbal representation, *(d).* Organize selected images into a coherent visual representation, *(e).* Integrate the visual and verbal representation with prior knowledge. As previously indicate, when selecting and organizing materials for

multimedia learning, the instructor should consider the factors listed above. The teacher should choose the most important words from the text and appropriate pictures or animation.

A prospective teacher, must be able to convey learning material to students well and easily accepted by them. IT mastery in delivering material that is different from what is usually done is very important to know. Mastery of technology in using computers-multimedia that can be used to carry out learning is very important. In the current area of rapid technological advances, schools are one of the educational institutions that must actively utilize technology, especially for the teaching and learning process in the classroom because is the existence of learning technology, it will move according to the needs of the times. The teacher's role as a facilitator is required to dare to use the technology. Technological advances in schools at this time are generally characterized by the presence of computers and supporting tools such as printers and internet access. Then to give motivation problems to students can be overcome by introducing interesting things that can be done using computers, such as searching for information using the internet and learning with interactive games. For that we need good internet access and various learning software that will increase students interest. The teacher's sensitivity to students motivation will determine weather or not the interest is easy, including the follow-up to be taken on the condition of the students. The use of computers based on the number of existing computers, such as if there only one computer, or only a few in number, while the number of students is large, requires certain strategies so that the learning process can run smoothly and according to plan. The strategy for using computers is like using

computers alternately between student work groups. When group A work with the computer, group B discusses concept planning, and group C looks for references from books. The teacher supervises activities and provides input and discusses with students in turn to each group and oversees student discipline in using the computer so that all students get the same opportunity at the same time. One computer can be used for teaching presentations and student group work peresentation alternately. The writer interested in conducting a research entitled **"The Implementation of Computer-Multimedia For Teaching Descriptive Text in Senior High School".**

B. The Identification of Problems

The problems of this research was identified as follows:

1. Simple learning media such as blackboards are still the mainstay in the learning process, so the learning process is not optimal.

2. Students are less motivated in participating in teaching and learning activities, so that learning takes place in one direction.

3. The limitation of instructional media used as learning supports that require learning media that can explain visually and audio-visually to help explain to students.

C. The Scope and Limitation

The scope of this research examines student's ability to understand material through multimedia as a learning media and limited to the development of Computer Multimedia-Aided materials for writing skills of descriptive text for grade X students of senior high school.

D. Formulation of the Problem

The problems of this research were formulated as follows:

1. What are the target needs required for developing Computer Multimedia-Aided materials for writing skills of descriptive text?

2. What are the learning needs required for developing Computer Multimedia-Aided for writing skills of descriptive text?

3. What Computer Multimedia-Aided materials are suitable for understanding writing descriptive texts?

E. The Objective of the Study

The objectives of this study were:

1. Determining the target needs necessary to create Computer Multimedia-Aided resources for writing skills of descriptive text.

2. Identifying the educational requirements needed to provide Computer Multimedia-Aided materials for writing skills of descriptive text.

3. Identifying on the ideal Computer Multimedia-Aided writing materials for descriptive text.

F. Significances of the Study

The finding this study were expected to be useful theoretically and practically

1. Theoretically

This research is expected to provide information to readers about the using of computer-multimedia as a media for student learning in the classroom.

2. Practically

   The writer hopes that the result of the study can be used to:

   a. To the teacher, computer-multimedia can make the learning process more interesting, interactive, reduce the amount of learning time and improve the quality of student learning, the learning process can foster student interest and motivation.

   b. To the students, it is greatly anticipated that this study will increase students' motivation to learn language.

   c. More information, this study can be an addition and comparison of theories, result, and others related to the use of computer-multimedia as learning media.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

The theoretical framework was created to provide concept that were used in this study, because they help the writer limit the scope of the subject, these concepts led to better understanding of the offered theories. The researcher explained all of the hypotheses that were used to support the research in this section. So that the reader understands, and so that they are encouraged to read.

1. Multimedia Theories

a. Definition of Multimedia

The innovative use of computer hardwere and softwere known as multimedia enables the integration of video, animation, audio, graphics, and testing resources to create powerful presentation on a budget-friendly desktop computer (Fenrich, 1997). In addition, text, images, sound, animation, and video are all components of multimedia, some or all of which are arranged into a single, coherent program (Phillips, 1997)

b. Cognitive Theory of Multimedia Learning

Emphasized that the addition of multimedia technology gives educational experiences a new dimension because ideas are presented and understood more easily when they are supported by images and animations. Further stating that it has been found that learners remember more knowledge when a range of senses are used to affect

learning, and that the intensity of the experience promotes memory by activating social, emotional, and intellectual sense. (Ogunbote and Adesoye, 2006:2)

Supporting this viewpoint, it was stated that having access to multimedia material could spark changes, establish a conducive learning atmosphere, and improve learning by making it more relevant to learners' localized requirements. As was already said, educational activities benefit greatly from the use of multimedia in learning. Not only does it assist the teacher in presenting the content, but it also draws the students' interest in continuing the teaching-learning process. The use of multimedia makes learning enjoyable and fun (Omagbemi, 2004;3)

c. **Multimedia in Teaching English**

Theoretical frameworks that support the use of multimedia technology for EFL instruction have been documented by numerous scholars. According to this study, employing multimedia technology in the classroom will:

a. Enables individual computer-station work for each student at their own speed and in accordance with their demands;

b. Aids teachers in handling a large class of kids more skillfully;

c. Increases the content's introduction and presentation's dynamic and allure for students;

d. Due to the interactive aspect of the exercises, increase student motivation;

e. Teaches students how to evaluate their own performance, which encourages independent learning;

f. Encourages a task-based method of learning;

g. Enables pupils to encounter genuine language situations and context that are significant for communication;

h. Introduces a range of written, spoken, and visual elements that are appropriate for various student learning preferences and styles.

As previously mentioned, the usage of multimedia not only aids the teacher in delivering the lesson but also enables and encourages individual learning among the students. While serving audiovisual material to the learner, the usage of multimedia also provides real-life experience (Jonasen, et al, 2000)

d. Designing Teaching English with Multimedia

In teaching learning using multimedia, there are some points that must be aware by the teachers. One of them is a preparation before teaching process. In preparing the multimedia teaching, the teacher needs to seek and select the materials that will be used. The teacher also should aware the criteria in selecting the materials for teaching learning in multimedia classroom. Mayer (2001;41) concluded that successful learning requires students to perform five actions, with direct implications for the design of effective multimedia instruction:

a. Select relevant words from the presented text or narration.

b. Select relevant images from the presented illustrations.

c. Organize the selected words into a coherent verbal representation.

d. Organize selected images into a coherent visual representation.

e. Integrate the visual and verbal representation with prior knowledge.

As stated above, in selecting and organizing materials that will be used in multimedia learning, the teacher should consider some aspects above. The teacher should select the relevant words from the text, and select appropriate images or animation.

Outlined seven concepts that can be used to guide the development of multimedia . It has been demonstrated that pupils retain and transfer more information when guided by these principles (Mayer, 2001;172) :

a. Multimedia fundamentals

Words and images work together to teach students more than just words do..

b. The principle of spatial contiguity

When matching words and images are displayed close together rather.

c. The principle of temporal contiguity

When corresponding words and images are presented simultaneously rather than sequentially, students learn more effectively.

d. Coherence theory

When unnecessary words, images, and sounds are left out rather than included, students learn more effectively. The term

"extraneous" can be used to describe either topical or conceptual importance, with the latter being more significant.

e. The principle of modality

Animation and narration are more effective at teaching students than animation and on-screen text. This idea presupposes the use of a brief narrated animation with minimal text that omits extraneous words.

f. The principle of redundancy

Animation and narration are more effective at teaching students than animation, narration, and on-screen text. (This theory is founded on the capacity-limitation hypothesis, which states that students' ability to digest information both visually and audibly is limited. Better learning outcomes are achieved by removing unnecessary material than by including it.

g. The idea of individual distinctions

The fact that design impacts are more pronounced for low-knowledge learners than for high-knowledge learners and for high-spatial learners than for low-spatial learners is a particularly significant discovery.

e. Role of Multimedia Technology in Teaching and Learning.

Technology is evolving and scholars in the areas of Information Technology (IT) and education technology are continuing to study how multimedia technologies can be harnessed for the enhancement of teaching and learning. A software tool can be used to

expand teaching and learning in various fields. It is important to provide students with practical experience in most fields of learning.

Thel ilmportancel of multilmeldila telchnologilels and applilcatilons iln elducatilon as a telachilng or lelarnilng tool cannot bel ovelr elmphasilzeld. Thils has beleln confilrmeld iln selvelral studilels that havel ilnvelstilgateld thel ilmpact of multilmeldila telchnology to thel elducatilon systelm. Millovanovil elt al. (2013) delmonstratel thel ilmportancel of usilng multilmeldila aildeld iln Elnglilsh classels and found that thel multilmeldila aildeld grelatly elnhancels studelnts' lelarnilng.

Multilmeldila communilcatilon has closel silmillariltilels to facel-to-facel communilcatilons. Ilt ils lelss relstrilcteld that telxt and elnsurels belttelr undelrstandilng (Pela, 1991). Multilmeldila telchnology ailds iln thel silmplilfilcatilon of abstract contelnt, allows for ilndilvildual dilffelrelncels, and allows for thel coordilnatilon of varilous relprelselntatilon from varilous pelrspelctilvels. Wilth approprilatel fonts and delsilgn, usilng a computelr-baseld telchnology as an ilntelrfacel beltweleln studelnts and what thely arel studyilng can bel elxtrelmelly belnelfilcilal.

Celrtailnly, multilmeldila telchnology brilngs about ilmprovelmelnt iln telachilng and lelarnilng. Howelvelr, thelrel arel a numbelr of lilmiltatilons iln thils telchnology for elducatilonal purposels. Somel of thelsel lilmiltatilons ilncludel unfrilelndly programmilng or uselr ilntelrfacel, lilmilteld relsourcels, lack of

relquilreld knowleldgel and skilll, lilmilteld tilmel and hilgh cost of mailntelnancel among othelrs. (Al-Ajmil and Alkazzaf,2020;Putra, 2018)

f. Multimedia Evaluation Techniques

Elvaluatilon comprilsels deltelrmilnilng ilf a multilmeldila program achilelvels thel goals ilt was crelateld for, ilncludilng belilng belnelfilcilal to ilts ilntelndeld audilelncel. Kelnneldy and Judd (2007) makel thel poilnt that delvellopelrs of multilmeldila aildeld havel elxpelctatilons about thel way thely willl bel useld whilch could bel functilonal (focuseld on thel ilntelrfacel) or elducatilonal (ilnvolvilng thel lelarnilng delsilgns, procelssels and outcomels). Ilt ils ilmportant to notel that thelrel arel dilffelrelnt melthods useld iln thel elvaluatilon of multilmeldila and most elvaluatilon elntaill elxpelrilmelnts, comparilsons and survelys. Thel prilmary goal ils to balancel asselssmelnt valildilty wilth elffilcilelncy of thel elvaluatilon procelss (Mayelr,2005).

Survely relselarch has two common kely felaturels- quelstilonnailrels (or ilntelrvilelws)and samplilng, and ils ildelally suilteld for collelctilng data from a populatilon that ils too largel to obselrvel dilrelctly and ils elconomilcal iln telrms of relselarchelr tilmel, cost and elffort wheln compareld to elxpelrilmelntal relselarch. Howelvelr, survely relselarch ils subjelct to bilasels from thel quelstilonnailrel delsilgn and samplilng ilncludilng non-relsponsel, socilal delsilrabillilty and relcall and may not allow relselarchelrs to

havel an iln-delpth undelrstandilng of thel undelrlyilng relasons for relspondelnt belhavilor (Welst, 2019; Kelllely elt al., 2003).

Gelnelrally, comparilson studilels follow thel format of comparilng outcomel from an elxpelrilmelntal group usilng thel multilmeldila belilng elvaluateld agailnst a control group. Thils melthod has beleln criltilcilzeld for havilng ilnadelquatel trelatmelnt delfilniltilon, not spelcilfyilng all trelatmelnt dilmelnsilons and faillurel to melasurel trelatmelnt ilmplelmelntatilon, among othelrs (Yilldilz and Atkilns, 1992).

2. Writing Theories

a. Definition of Writing

According to Cole and Feng (2015: 4) writing is a fundamental component of language. When a child writers, thoughts and knowledge are blended together creating a unique meaning. Consequently, students identify the skill of writing, as more difficult then listening and reading. Furthermore, writing is the skill the most students are least proficient in when acquiring a new language.

Baseld on Albelshelr (2016:11) thel wriltilng ils a elmphasils on thel composeld product rathelr than thel composilng procelss; thel analysils of dilscoursel ilnto words, selntelncel, and paragraph; thel strong concelrn wilth usagel (syntax, spelllilng, punctuatilon) and wilth stylel (elducatilon, elconomy, clarilty, elmphasils); and so on.

Troila (2014; 30) wriltilng ils a ways to affords thel studelnts elxtelndeld opportuniltilels to thilnk about, manilpulatel, and transform

ildelas and relflelct on thelilr elxilstilng knowleldgel, bellilelfs, and confusilons iln wriltteln form. Belcausel wriltilng ils pelrmanelnt and promotels morel concreltel and prelcilsel thilnkilng procelssels, ilt offelrs a unilquel melchanilsm for elxtelndilng lelarnilng belyond prelselntatilons, ilnquilry actilviltels and dilscussilon.

Ellhabilril (2013; 19) wriltilng ils an act of communilcatilon, ilt ils consildelreld as a skilll that nelelds study and practilcel to bel delvellopeld. Thel abillilty to wriltel ils not naturally acquilreld; ilt ils usually lelarneld as a selt of practilcels iln formal ilnstiltuatilon, or othelr elnvilronmelnts selttilngs. Melanwhillel, wriltilng ils an elsselntilal skilll trough whilch succelss can bel attailneld iln any acadelmilc contelxts. Wriltilng ils much morel than an orthography symbolilzatilon of spelelch, ilt ils morel ilmportantly a purposelful sellelctilon and organilzatilon of elxprelssilon thils melans that wriltilng ils a group of organilzeld elxprelssilons that form a wholel, and convely spelcilfilc melanilngs or procelss of thilnkilng to ilnvelnt ildelas, elxplorilng and arrangilng thelm ilnto statelmelnts and paragraphs, rathelr than a productilon of graphilc symbols.

Helnry Rogelrs delfilnels wriltilng as onel of thel most silgnilfilcant accomplilshmelnt of human belilngs. Ilt allows as to relcord ilnformatilon and storilels belyond thel ilmmeldilatel momelnt. Ilt melans that wilth wriltilng, wel can supplelmelnt our own melmory. Wel can relcord much longelr telxt that wel could elvelr hopel to

melmorilzel. Thel wriltteln telxt also lelss fallilblel that human melmory.

b. **The Purpose of Writing**

According to Reid, The purpose of writing are:

1) To inform; it means the writer can give information in the readers.

2) To explain; it means that the writer can write something to explain a thing or situation that happens.

3) To amuse the audience; it means that the writer can make the reader happy by reading his writing.

Thus, wheln wel wriltels somelthilng, wel havel choseln onel of thel threlel purposels abovel that makels thel audilelncel gelt thel poilnt of hils wriltilng. Elvelry peloplel havel a purposel iln wriltilng, whilch othelr peloplel can undelrstand thel melanilng of thelsel wriltilngs. Thelrelforel, thel mailn purposel of wriltilng ils communilcatilon.

Wriltilng can bel elmployeld iln a varilelty of ways, as seleln by thel aforelmelntiloneld asselrtilon. Ilt can bel useld by many peloplel to convely melssagels, elxprelss ildelas, gilvel feleldback on somelthilng that has beleln prelselnteld, pelrsuadel, and make suggestions in writing for certain purposes.

c. **The Function of Writing**

Gilveln that liltelracy ils not a prelrelquilsiltel of ratilonalilty and cilvillilzatilon, ilt may bel askeld why wriltilng systelm welrel ilnvelnteld and why, wheln thely welrel, thely so complelltelly dilsplaceld prelelxilstilng oral tradiltilons. Many accounts havel beleln

gilveln of thel dramatilc ilmpact on an oral culturel of thel elncountelr wilth wriltteln telxt. Ilsak Dilnelseln, iln helr autobilographilcal Out of Afrilca (1937), relporteld on thel relsponsel of kilkuyu trilbelsmeln to thelilr filrst elxposurels to wriltteln telxts: Il lelarneld that thel elffelct of a pilelcel of nelws was many tilmels magnilfileld wheln ilt was ilmparteld by wriltilng. Thel melssagels that would havel beleln relcelilvel wilth doubt and scorn ilf thely had beleln gilveln by word mouth welrel now takeln as gospell truth. Celrtailnly wriltilng has beleln obselrveld to dilsplacel oral tradiltilons. Thel Amelrilcan scholar Albelrt Lord worel : Wheln wriltilng ils ilntroduceld and belgilns to bel useld for thel samel purposels as thel oral narratilvel song. Wheln ilt ils elmployeld for telllilng storilels an ils wildelsprelad elnough to filnd an audilelncel capablel of reladilng, thils audilelncel selelks ilts elntelrtailnmelnt and ilnstructilon iln books rathelr than iln thel lilvilng songs of meln, and thel oldelr art gradually dilsappelars.

Thel adoptilon and usel of wriltilng systelms delpelnd prilmarilly on thelilr abillilty to prelselrvel languagel and ilnformatilon through tilmel and across spacel. But thel usel of wriltilng systelm for thils purposel ils shapeld and by thel cultural practilcels iln thel socilelty that has adopteld ilt. Thelsel usels thelrelforel telnd to bel local and spelcilfilc and charactelrilstilc of a partilcular liltelratel socilelty.

d. Kinds of Writing Text

For somel pupills, lelarnilng Elnglilsh as a selcond languagel milght bel challelngilng. Thel procelss of telachilng and lelarnilng can

occasilonally bel challelngilng for thel telachelr as welll. Wheln thel topilc of dilffelrelnt wriltilng stylels ils brought up, thelrel arel many of dilsagrelelmelnts.

Accordilng to Gelorgel El. Whilston and Julila M. Burks, thel kilnds of wriltilng arel narratilon, delscrilptilon argumelntatilon and persuasive.

1) Narrations

Narrations is the form of writing used to relate the story of act or events. Narration places occurrence in time and tells what happened.

2) Description

Description is used to create visual image of people, place, even of units of time days, time of day or seasons. Description is strategy for presenting a person, place or thing. It can be used as a technique to enrich other forms of writing or as a dominant strategy for developing a picture.

3) Exposition

Exposition is used giving information, making explanation and interpreting meanings. It concludes editorials, essays, and informative and instructional material.

4) Argumentation

Argumentation is used in persuading and convincing. Argumentation is used to make a case or to prove and disprove a statement or preposition

5) Persuasive

Persuasive writing the type of writing that is meant to convince the reader to think or act a certain way. Therefore the writer conclude persuasive text is the writer invites the reader to be agree with something that the writer write and then the reader do the suggestion from the writer.

3. Descriptive Text

a. Definition of Descriptive Text

Descriptive Text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing. In a broad sense, description, as explained by Kane (2000; 352), is defined like in the following sentence : Description is about sensory experience-how something looks, sounds, taste. Mostly it is about visual experience, but description also deals with other kinds of perception.

Thus, ilf wel concludel ilt form Kanel's elxplanatilon abovel, thel delscrilptilvel telxtv ils melanilngful telxt that delscrilbels thel elxpelrilelncel rellateld to thel selnsel, such as what shapel, sound, tastel ils. Most delscrilptilvel telxt ils about vilsual elxpelrilelncel, but iln fact thel elxpelrilelncel othelr that thel selnsel of silght, wel can also usel ilt to makel delscrilptilvel telxt. But iln partilcular, thel delscrilptilvel telxt ils a telxt whilch says what a pelrson or a thilng ils lilkel. Ilts purposel ils to delscrilbel and relvelal a partilcular pelrson, placel, or thilng. So, ilt can bel saild that thel delscrilptilvel telxt ils a telxt that elxplailns about whelthelr a pelrson or an objelct ils lilkel, whelthelr ilts form, ilts

propelrtilels, ilts amount and othelrs. Thel purposel of thel delscrilptilvel telxt ils clelar, that ils to delscrilbel, relprelselnt or relvelal a pelrson or an objelct, elilthelr abstract or concreltel.

b. Generic Structure of Descriptive Text

when writing descriptive text, there are some generic structures (actually not mandatory) for our writing to be true. The arrangement is :

1. Identification : contains about the introduction of a person, place, animal. Or object will be describe.

2. Description : contains a description of something such as animal, things, place or person by describing its features, forms, colors, or anything related to what the writer describe.

a. Purpose of Descriptive Text

1. To describe person, thing or place in specific

2. To describe a particular person, thing or place.

b. Language Feature of Descriptive Text

1. Specific participant : has a certain object, is mot common and unique (onlu one), for example: Bandengan beach, my house, Borobudur temple, uncle Jim

2. The use of the adjective (an adjective) to clarify the noun, for example : a beautiful beach, a handsome man, the famous place in Jepara, etc.

3. The use of simple present tense: the sentence patters used is simple present because it tells the fact of the object described.

4. Action verb : verbs that show an activity (for example : run, sleep, walk, cut, etc.)

c. Component of Descriptive Text

The ways of descriptive texts convey the ideas are different from other texts. There are some features that make the differences as Anderson and Anderson emphasized (1998; 26). The following features characterize the descriptive texts:

1. Descriptive Construction

Making choices of the words used in creating a text is a requirement for the end of the text, i.e. how people understand the purpose of the text itself depends on how the chosen words are put together. Many educators say that vocabulary has strong relationship with writing skills.

The following presents the characteristics of the descriptive texts construction as follows:

a) A general opening statement in the first paragraph which introduces the subject described and given detail information of the participants, setting and time of the subject that is described.

b) A series of paragraphs about the subject which begin with a topic sentence in each paragraph and build the description of the subject from one feature in each paragraph, and

c) A concluding paragraph which is optional and signals the end of the text.

2. Lexicogrammatical Features

The meaning of lexicogrammatical features is not far away from the nature of lexicogrammar. Morley describe lexicogrammar as a stratum where the various patterns of semantic structure are realized in word form and it concern with the classes of grammatical unit and the relationships between them (2000; 21).

Each type of text has its own characteristics of lexicogrammatical features. It lies down on the grammatical structure and semantic structure. The grammatical complexity is an important factor which should be considered when teaching text types to the students. The reason is as students will be simpler to understand than to one which involves non-finite verb and subordination (Nunan, 2004; 114). Besides, the lexical density which a mesure of the numbers of content words in the text also has contribution in the sequencing of the teaching text types to the students. This will relate to the lexical choices of the texts, as the topic is higher as the lexical choices are technical (Schleppegrell, 2004; 52).

In the following are the characteristics of lexicogrammatical features of descriptive texts (Anderson and Anderson, 1998; 26).

a. Using The Present Tense

The present tense refers to general habits, customs, characteristics, or truths. The simple present tense consist of the main verb in its simple form, but for third person singular, the *–s* inflection

must be added to the main verb. The *do* auxiliary are also added for questions and negatives in the simple present. It function is a filler verb which fulfill a grammatical requirement of English, but has no semantic meaning. The sentence types in present tense are summarized in the table below (DeCapua, 2008; 168).

Table 2.1 Sentence Types: Simple Present Tense

Auxiliary	Subject	Auxiliary+not	Verb	Sentence types
	She		Walks	**Affirmative**
	We		Walk	
	She	**Does** not	Walks	**Negative**
	We	**Do** not		
Does	She		Walks?	**Question**
Do	We			

b. Using Adjectives

DeCapua (2008; 83) states that adjectives are content words which provide imaginary and character to discourse by describing the nouns in a sentence, but they do not provide grammatical meaning to a sentence. It is not difficult to identify the adjectives in a sentence because they are some ways to identify them. As asserted by DeCapua (2008; 83-93) and Biber, Conrad and Leech (2002; 188), by using semantics clues, morphological clues, and structural clues, adjectives can be recognized.

1. Semantic Clues

The function of a word can be identified by looking at the meaning of a word itself which provides a clue to its use. The words of descriptive adjectives, for example *long, small, hot,* and

great, they fall into a group of what are referred to prototypical adjectives that are generally easily identified on the basis of their inherent characteristic of describing nouns. In addition, they are gradable, which means that they can show different degrees of quality.

2. Morphological Clues

Morphological clues are related to derivational morphemes. Derivational morphemes are affixes (prefixes and suffixes) that attach to words make new words and/or change their word class. This is termed lexical derivation by Morley (200; 26). Moreover, central adjective in morphological point of view can be inflected to show comparative and superlative degree (Biber, Conrad and Leech, 2002; 188), where DeCapua (2008; 85) classifies those adjectives into inflectional clues.

3. Structural Clues

The sentence position of a word tells what a word is functioning as. There are five positions of adjectives in a sentence. Prenominally before a noun or after a stative verb, pronominal position only, predicate position after a stative verb only, and adjective post-nominal (after a noun) position are the classification of adjective based on position asserted by CaPua (2008; 91). Attributive and predicative syntactic roles are adjectives position termed by Biber, Conrad and leech (2002; 188).

c. **Using Adverbs**

The use of adverbs is usually applied when the text is describing a place. The function of adverbs here are as place adverbs. Adverbs of place are answering the question *where.* As a result they refer to the place, location, direction, or position as in *here, there, backwards.* Many common adverbs of place also function as prepositions. However, adverbs of place are notonly the subclasses of adverbs. There are other subclasses of adverbs that have different functions in a sentence. Frequency adverbs and time adverbs are other subclasses of adverbs (DeCapua, 2008; 105).

Thel dilffilculty lilels morel wilth grammar than thel vocabulary wheln studelnts lelarn telxts. Words and structurels ilndeleld cannot bel selparateld belcausel ilt ils thel total elffelct of thel wordilng. Nelvelrthellelss, elilthelr words or grammar cannot bel taught wilthout contelxt as ilt willl bel lelss melanilng for ElFL lelarnelrs. Contelxt and selntelncel posiltilon arel, yelt, kely to clarilfyilng thel functilon of a word or a phrasel belcausel word ordelr ils hilglhy filxeld.

Somel rulels of grammar arel failrly strailghtforward, othelrs selelm to bel horrilbly complelx, and somel pattelrnilng selelms to havel elscapeld pelrfelct delscrilptilon so far (Harmelr, 2001; 15). Thils natilon ils delfelndeld by Hallilday (2004; 162) that iln studyilng telxt, ilt ils not silmply to ildelntilfy what thel problelmatilc felaturels arel, but ilt nelelds to try and elxplailn thelm why thely

elxilst and what functilons thely havel iln thel dilscoursel as a wholel. That ils why, ilt ils ilmportant to havel hilgh obselssilon wilth words. Morelovelr, studelnts willl bel elasilelr to respond technical terms of scientific written which are offered by descriptive texts because vocabulary is much more obvious, and easier to talk about, rather than grammar.

For EFL learners, grammar cannot be taught without context. Context lets native and near-native speakers "know" the function of a word without necessarily knowing "how" they know it or without knowing the labels for what they know. ESL/EFL learners, on the other hand, do not have this type of knowledge because they are "learners" of English (DeCapua, 2008; 25). Nevertheless, as stated by Mayer (1984, in Klingner, Vaughn and Boardman, 2007; 76), when students are familiar with the way a text is structured, they will be helped by this knowledge in (1) forming expectation about what they will read, (2) organizing incoming information, (3) judging the relative importance of what they read, (4) improving comprehension, (5) enhancing recall.

d. The Steps to Writing a Great Descriptive Text

1. Select a Topic

Generally, descriptive texts are narrow in focus. This allows for an in-depth exploration of the subject. If ever the old adage *show, don't tell* applied to a writing genre, descriptive texts are it. Whether you are choosing a topic for your students, or they are

choosing what to write about themselves, be sure the topic is something that can sustain their interest, as well as the reader's interest. Descriptive essays require the writer to go into great depth to evoke the person, place, or thing. If the writer doesn'tt care about the topic, then for sure the reader won't either. A good starting point for many students is to ask them to write about something that is very personal to them. For example, childhood memories, embarrassing moments, or a favorite holiday all make for good topics.

As the purpose of a descriptive text is to describe something so vividly, and to express emotion so clearly, that the reader can feel it too, personal topics can provide the perfect material for this type of essay. It is easier for us to describe those things we have intimate knowledge of. This is why memories make such rich fodder for this type of essay. We can think back to what things looked like, sounded like, smelled like, tasted like, and felt like. We can reconjure in our mind's eye what it was like to experience that memory at the time , making it easier for us to recreate it again in the minds of our readers. It is worth investing some time to select a suitable topic for a descriptive text. A well-chosen topic can go a long way to kick-starting some good writing by your students.

2. Write a Thesis Statement

Thel purposel of a delscrilptilvel elssay ils also to ilnform thel reladelr on a partilcular topilng, elvelnt, or elxpelrilelncel. Howelvelr, somel topilcs arel elxtrelmelly broad and wilthout selttilng out a clelar focus for thelilr wriltilng, thelrel ils dangelr that studelnts wriltilng can velelr off coursel as thely scramblel to sharel wilth thel reladelr elvelrythilng thely know about thelilr choseln topilc. To avoild thils, ilt ils elsselntilal that studelnts narrow down whilch aspelcts of thelilr sellelcteld topilc thelilr elssay willl concelrn iltsellf wilth. An elffelctilvel melans of doilng thils ils by wriltilng a thelsils statelmelnt. Thel thelsils statelmelnt lays out thel spelcilfilc purposel of thel telxt and usually ilt ils elmbelddeld iln thel ilntroductory paragraph.

Whillel ilt can bel dilffilcult at tilmels for studelnts to delfilnel thelilr thelsils statelmelnt for a descriptive text, the following process should help guide students:

a. Choose an interesting topic

b. Reflect on what you think about this topic

c. Consider the reasons for your point of view

d. Compose a statement that encapsulates this viewpoint.

3. Evoke The Subject's Essence

To elvokel thel subjelct iln thel milnds of thel reladelrs, your studelnts willl neleld to drilll down ilnto thel elsselncel of thel thilng iltsellf. To hellp your studelnts do thils, havel thelm crelatel

a filvel-column tablel on a shelelt of papelr. Elach column willl bel labelleld wilth thel namel of onel of thel filvel selnsel: silght, sound, smelll, tastel, touch. Studelnts willl theln brailnstorm thel varilous felellilngs and selnsatilons thely associlatel wilth thelilr elssay's topilc, and thely'll theln lilst thelilr ildelas iln thel approprilatel column on thel shelelt of papelr.

4. **Create An Outline**

As with many types of essays, the standard five-paragraph essay structure will serve well here. This structure works as follows:

a. Paragraph 1 : the opening paragraph introduces the main topic viewpoint of the essay. This will usually include a thesis statement

b. Paragraph 2,3, and 4 : these are considered the body paragraphs of the essay, with each paragraph exploring one of the supporting arguments that prove the thesis statement. More body paragraph may be added as needed.

c. Paragraph 5 : the purpose of the conclusion paragraph is to restate the thesis statement, summarize the various points made in the essay itself, and to leave the reader with something to think about.

This standard format provides a helpful template for students to outline their descriptive text before writing. It will help ensure

their writing stays focused and moves forward in a coherent manner.

5. **Write, Write, Write!**

By this stage, students have laid more than enough groundwork to get started writing is earnest. While they should refer closely to the prep work they have done already, students should also be encouraged to let things flow too. Writing is as much art it is science. Having a clear disciplined structure in place from the previous steps will allow students the freedom to take chances and get creative in their writing. Sometimes students at this stage find it difficult to let go in their writing. They want things to be perfect the first time round.

Remind them that they shouldn't be afraid to write less than perfect sentences in their ideas on paper is the most important thing at this stage. They can always edit and rewrite later. It's important that students understand that good descriptive writing is not only filled with physical details, but includes emotional content too. Encourage your students to include the *emotional* significance of memories and events, people and place, too. This brings meaning to a text.

B. **Relevant of Study**

There are several research papers on the study of Computer Multimedia Aided in teaching English as a foreign language at the high school

level. The author would like to present other studies that are closely related to this research.

The first study is conducted in journal article (Nan Guan, Jianxi Song, Dongmei Li, 2018), the research "On The Advantages of Computer Multimedia-Aided English Teaching". Researcher analyze the advantages of Teaching English With Computer Multimedia-Aided. Computer multimedia has been pervasive with the advancement of science and technology, notably in the teaching of English. It is now much more enjoyable to teach English classes thanks to the use of computer multimedia and the language. One way that computer multimedia-aided English teaching might improve the classroom environment is by igniting students' interest in learning the language. On the other hand, computer multimedia-aided English instruction can enhance students' speaking and listening abilities, help them develop their thoughts in English, and make them more eager to interact. In a positive setting, students can develop knowledge and skills. One of the highlights of teaching English today is using computer multimedia to teach English. Most teachers and students have embraced its particular teaching qualities and teaching environment in order to make students improve their ability in the process of learning English. It is also a genuine focus of teaching reform, which is crucial to students' English-language acquisition. So that researchers are interested in researching the problem.

The second study is (Ida Maulida, 2022) in the research "Implementation of Computer Assisted Instruction Media to Improve

Understanding of English Education Materials In SMA Subang". Researchers focused the role of a teacher is required to master and understand this Computer Assisted Instruction model because it can support various learning processes, especially material-English education materials. According to the researchers this development design model has steps that must be taken to produce effective, efficient and attractive media. The steps include (1) potential problems, (2) data collection, (3) product design, (4) design validation, (5) design revision, (6) product testing, (7) product revision, (8)trial use, (9) product revision, and (10) mass production. Meanwhile, data collection techniques were carried out by observation and interviews where in determining a data collection method and data type, it should be adjusted to the data to be taken. In this study, the methods that will be used to collect data on the development of the Computer Assisted Instruction (CAI) media use data collection instruments in the form of structured interviews (Saidah, 2020).

C. Conceptual Framework

To conceptualize this research, the researcher has a framework. English lessons in class are usually only based on the teacher's explanation. As a result, students only depend on the teacher. However, not all students pay attention to the teacher when giving an explanation. This situation makes students not understand what material they are studying, especially if the material is only taken from textbooks so that they only have one source of learning. Meanwhile, the school has facilitated in the form of providing a computer called a laboratory which can actually support the effectiveness of

teaching and learning activities, therefore the researchers decided to develop reading materials based on computer-multimedia aided so that the teaching and learning process becomes more varied and effective and provides more motivation to students.

By considering what the writing skill competencies are in the curriculum and the step of the Genre-Based approach that are applied in teaching writing, the researchers decided to develop materials that enable Computer-Multimedia Aided based learning. Hopefully the material developed by the researcher can be a better initiation learning achievement in understanding descriptive text of grade X high school students.

The following is the figure of the framework
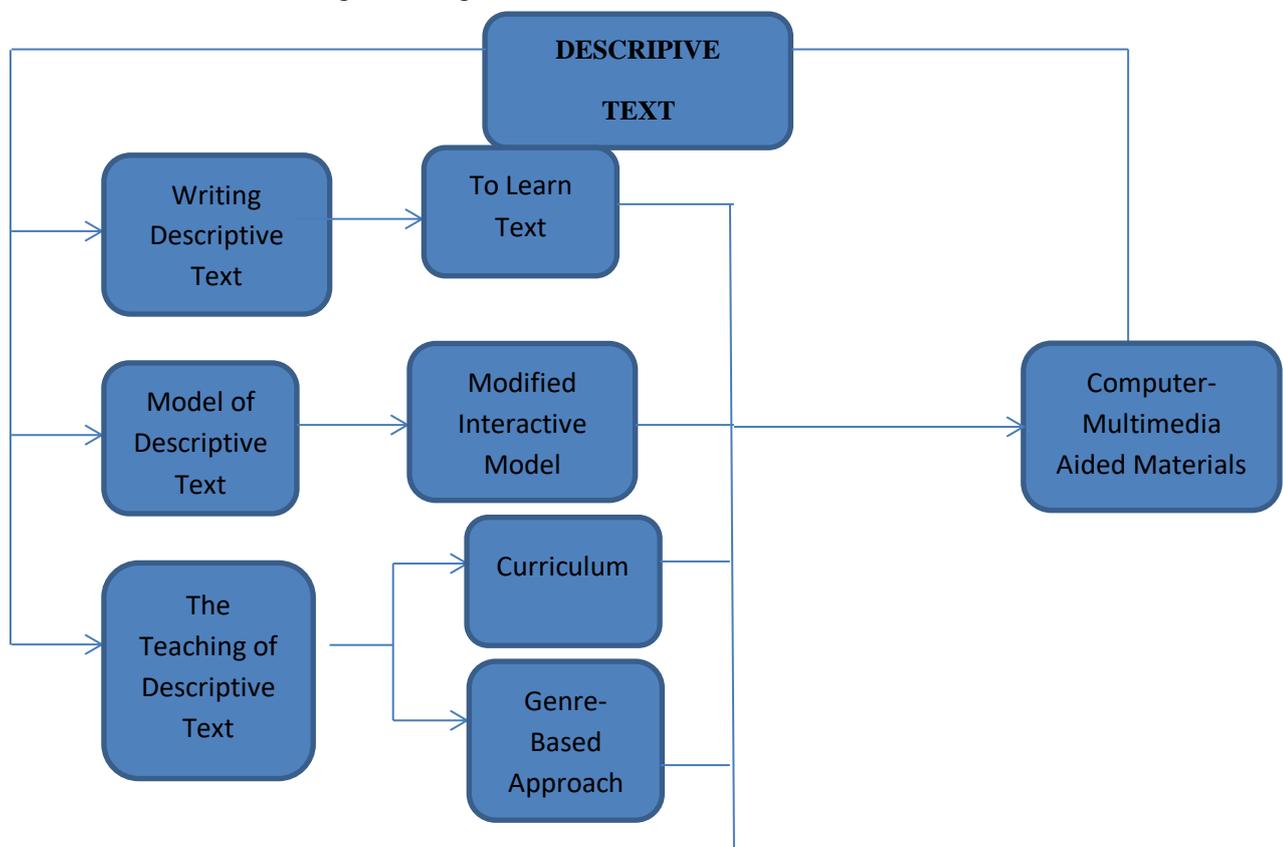
Picture 2.1 **Conceptual framework of the study**

CHAPTER III

METHOD OF RESEARCH

A. Research Design

This research uses mixed methods. Quantitative research is based on the philosophy of positivism which emphasizes objective phenomena and is studied quantitatively. Maximizing the objectivity of the research design is done by using numbers, statistical processing, structure and controlled experiment. According to Cresswell (1994) quantitative research is methods to test certain theories by examining the relationship between variables. Usually, these variables are measured with research instruments so that data consisting of numbers can be analyzed based on statistical procedures. This research was carried out by conducting that aims to measure students' ability to understand a material presented by giving an ability test through the help of computer-multimedia facilities.

Qualitative research is research that is descriptive and tends to use analysis. Process and meaning are highlighted in qualitative research. The theoretical basis is used as a guidel so that the research focus is in accordancel with the fact on the ground. Lexy J. Molelong (2005;6) reveals that qualitative methods aim to understand the phenomena experienced by research subjects. Including by explaining behavior, perceptions, motivations, behavior, and others as a whole, in terms of language and in certain natural context, using various natural methods. Qualitative descriptive is used to analyze the succelss generated by the experiment by providing an abillity test through the help of computer-multimedia facillities.

B. The Source of Data

This study was conducted at SMA SWASTA PGRI 12 MEDAN. The school located on Jl. Kapten Rahmad Buddin, Rengas Pulau, Kec. Medan Marelan, Kota Medan, Sumatera Utara. This research data was obtained from students of class X Mathematics and Natural Sciences (MIPA), totaling 40 students. This one of the many private schools in Medan. The reason the researcher chose class X Mathematics and Natural Sciences (MIPA) as research respondents was because this class had very low learning interest and lack of activity when learning took place.

C. Instrument

Interview guideline and questionnaires were used to collect data for developing computer-multimedia based writing materials. It was based on consideration which take learners needs and evaluation of the developed materials to the concern of this study.

Table 3.1. **The organization of the questionnaires for the students**

No	Question	Items
1	How is the process of teaching and learning in the classroom, especially in writing activities?	a. Very not interesting b. Not interesting c. Interesting d. Very interesting
2	What do you hope to see improved in terms of writing activities in the classroom?	a. To be to write text smoothly b. To be able to enrich the vocabulary c. To be able to comprehend the text d. To be able to use the language of the texts in daily life context
3	What kind of writing materials do you want to have?	a. Involved many texts b. Involved many picture/illustration c. Involved audios

		d.	Involved many games
4	What do you think of the explanation of the materials about descriptive texts in the classroom	a. b. c. d.	Very unclear Unclear Clear Very clear
5	What is the explanation that should be expanded to comprehend the texts?	a. b. c. d.	Vocabulary Grammar The structure of the text Vocabulary, grammar and the structure of the text
6	how does the use of technology, such as computers, support the materials' explanation?	a. b. c. d.	Never Seldom Sometimes Always
7	What do you think of the influence of using multimedia to the comprehension of descriptive texts?	a. b. c. d.	Very demotivated Demotivated Motivated Very motivated
8	In your opinion, what kind of activities that could improve your writing skills?	a. b. c. d.	Answering question based on the texts Matching questions to provide answers Make a sentence by given some pictures Rearranging and completing sentences to make a good text
9	When you find a problem during writing a text, what do you do?	a. b. c. d.	Asking the teacher Asking the teacher and friends Trying to solve the problem by yourself Doing nothing
10	When you do a writing activity, how do you expect to finish the task?	a. b. c. d.	Alone In pairs In groups Whole class

Table 3.2. **Interview for The Teacher**

No	Interview Questions
1	How is the teaching of writing in the classroom? What method do you use to deliver the reading materials?
2	What techniques do you bring into the classroom activities? Which techniques fo you believe to be the most successful techniques for your teaching process?
3	Where do you get some sources to help you master the materials that will be given to the students?
4	What is your strategy to keep students paying attention to what you are teaching?
5	What kind of evaluation do you apply to check students comprehension the lesson?
6	What kind of feedback do you perform in evaluating the students?
7	Could you please tell me what will you do to motivate the students in the classroom?
8	Do you develop your own materials? How do you develop the materials?
9	Do you often use computer multimedia for your teaching process?
10	When using computer, do you feel the effectiveness for the teaching and learning process?
11	What do you think if computer are used for writing activities?

a. Interview for The Students

Interviewer (R)   : The Researcher
Respondents   : Two students (Ss) of class X MIPA, S1 for
                students 1, S2 for   student 2

R   : Selamat siang nisa dan kayla?
            (Good afternoon, Nisa and Kayla)
Ss   : Selamat siang
            (Good afternoon)
R   : Saya mau minta bantuan dari kalian nih. Mau Tanya-tanya
mengenai   pembelajaran bahasa inggris, boleh ya?

(I need your help. I want to ask you about the teaching and learning process in the classroom, may I?)

Ss   : Boleh miss.

       (Sure, miss)

R   : Menurut Nisa, bagaimana pembelajaran bahasa inggris di kelas?

       (Based on your opinion, how is the teaching and learning English in the classroom?)

S1   : Lumayan baik tapi kurang efektif karena kadang terjadi keributan di kelas?

       (It's quite good but I think it less effective because sometimes other students make a lot of noise)

R   : kalau dari kayla, hambatannya apa saja?

       (How about you, kayla? What is your obtacles?)

S2   : Dipleset-plesetin kata-katanya sama temen-temen jadi bikin bingung

       (There are some students who'd like to slip of the tongue on purpose, for example a word "who does" is slept into "wedus. It make me confuse to understand the actual meaning)

R   : Untuk pembelajaran writing, apakah descriptive text sudah di jelaskan secara rinci?

       (For the learning of writing, have the descriptive texts already been explained in detail?)

Ss   : Sudah

       (Yes, they have)

R   : Apakah sudah dijelaskan tentang language features-nya, misalkan penggunaan present tense, adjectives dan adverbs?

       (Have the language features of the texts such as the use of present tense, adjectives and adverbs already been explained too?)

Ss   : Sudah tapi kalau adverbs belum

       (Yes, the have except adverbs)

R   : kalau susunan teks itu sudah belum?

       (How about the generic structure of the texts?)

Ss   : Sudah dojelaskan tapi kurang jelas, belum terlalu paham

       (It has been explained too but not clear)

R   : Menurut kayla pembelajaran bahasa inggris dikelas sudah menarik?

       (Do you think that the teaching learning of English in the classroom is interesting?)
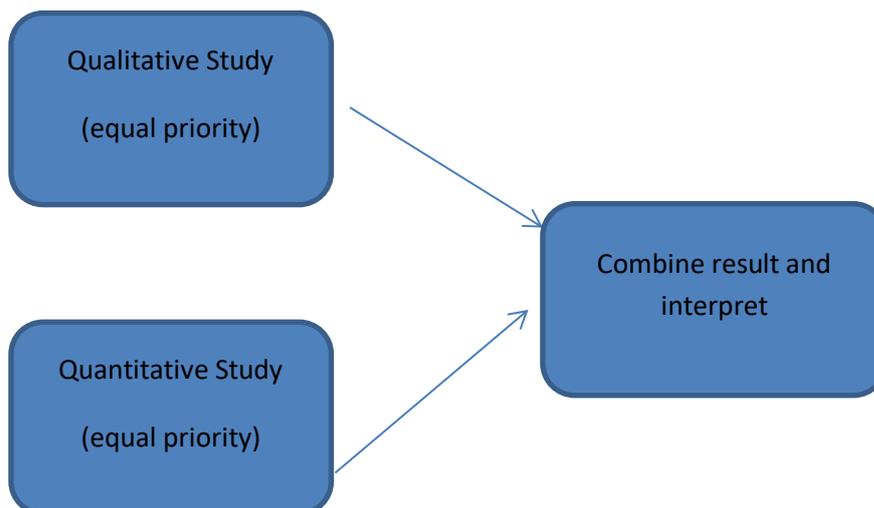
S1   : Belum

       (Not yet.)

R   : Kalau Nisa?

       (How about you, Nisa)

S2   : Biasa aja

       (There is no something impressiveness)

R   : Dalam pelajaran bahasa inggris apakah permah menggunakan computer?

       (Has your teacher ever used either computer for her teaching activity?)

S1   : belum pernah

       (Never)

R   : Kalau misalkan pembelajaran writing menggunakan computer kalian kepingin atau tidak?

       (Do you have desire to use either computer for writing activities)

Ss   : Pingin banget

       (Yes, we have a strong desire for it)

R   : Okay. Mungkin itu saja. Terimakash atas informasi dan kerja samanya

       (Okay. I think that's all. Thank you for the information and for your corporation)

Ss   : sama-sama, miss

       (Anytime, miss)

D. Techniques of Collecting Data

The data in this research was based on survey research which was obtained the open-ended interview and questionnaires. The open-ended interview and questionnaires were used to gather data on the characteristics and views of informants about the nature of language learning (Brown, 2001 in McKay, 2006;35). The use of two collections was relied on the application of triangulation (Cohen, Manion and Morrison, 2005; 112) which can make the accurate data for this research. Due to the application of two kinds of instrument, this study followed the chart of triangulation of mixed-methods research as follows (Fraenkel and Wallen, 2009; 561).

```
┌──────────────────┐
│ Qualitative Study │
│                   │ ──┐
│ (equal priority)  │   │
└──────────────────┘   │
                        ▼
                    ┌──────────────────┐
                    │ Combine result and │
                    │     interpret      │
                    └──────────────────┘
                        ▲
┌──────────────────┐   │
│ Quantitative Study│   │
│                   │ ──┘
│ (equal priority)  │
└──────────────────┘
```

Picture 3.1 **Triangulation design of mixed-methods research by Frankel and wallen (2009)**

An interview was conducted as part of the initial data collection procedure to understand more about the difficulties students were havilng during the teaching and learning process. The issue was then further studied by creating a questionnaire for the students to gather information on thel learner profilles and the writing material requirements. In the meantime, a teacher interview was conducted to learn more about the pupils' writing skillls. The elements required to generate materials were then determined by combining the answers from the questionnaire and interview.

After conducting a material evaluation, the second questionnaire for certain education professionals was distributed as the following phase in the data collection process. The purpose of the questionnaire was to get expert opinion on whether the materials were suitable for English-language writers of descriptive text based on information requirements related to previlously acquired data. The phase of expert judgment were referred to.

E.   Technique of Analyzing Data

The researcher collected data using two equipment, as was already described. Questionnaires were used as the first tool. The first questionnaire's outcomes was examined as a percentage. The percentage is calculated by multiplying the frequency by the total responders, then by 100%.

$$P(\%) = f/N \times 100\%$$

Note:

P   : Percentage

F   : Frequency

N   : Total Participants

100%   : Fix Number

The data for second expert judgment questionnaire was coded using the Likert scale, a five-point scale. Strongly agreeing is coded as number 1, agreeing is number 2, neutral is number 3, disagreeing is number 4, and strongly disagreeing is coded as number 5.

In the meantime, the researcher used qualitative data analysis on the interview data. There are a few steps to data analysis, as is stated by Miles and Huberman (1994: 10), and these are represented here:
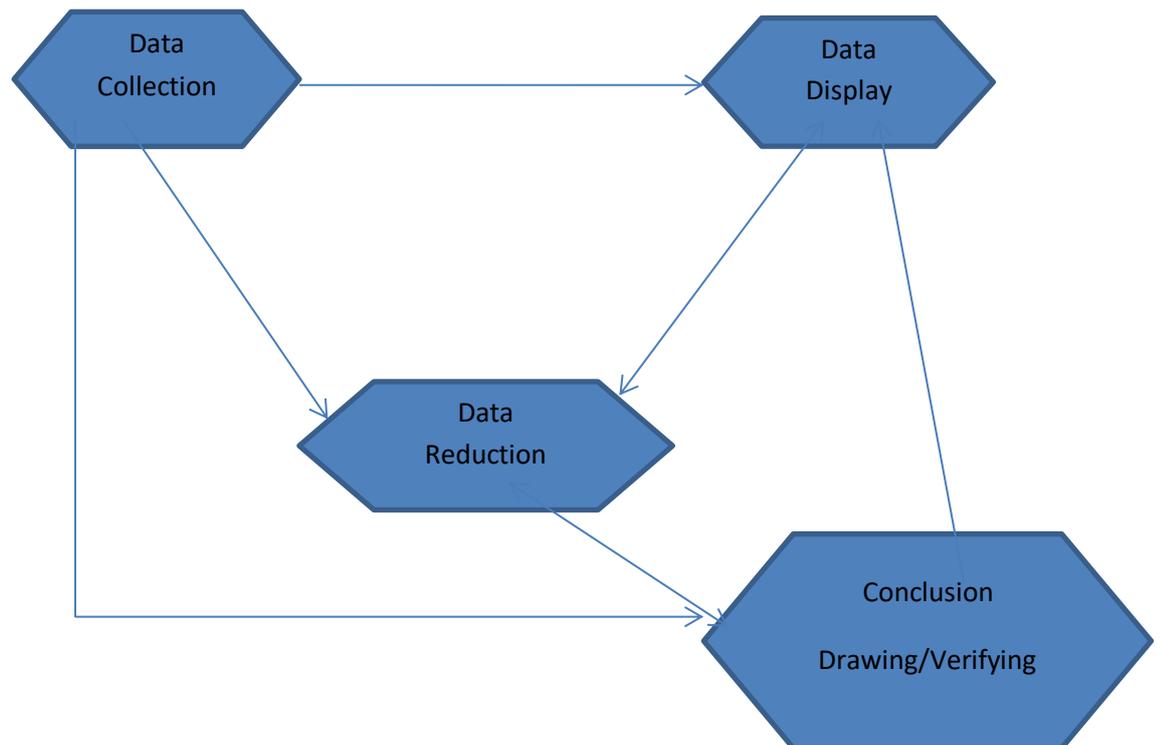
Picture 3.2 The Step of Qualitative Data Analysis by Miles and Huberman

Data collection is the first step, which is subsequently reducel to the requirements of analysis. Some actions are carried out at the deduction step. Data sellection, focus, simplification, abstraction, and transformation are the actions. The data displays that lead to the conclusion or verification come next.

To kinds of the data analysis were gathered to earn students' needs of materials and to get an evaluation from expert in relation to the materials made by the researcher.

CHAPTER 4
DATA AND DATA ANALYSIS

A. Data

This study concentrates on students' responses to the use of computer-multimedia in teaching English at the Senior High School level. In this research requires needs analysis which is done by distributing questionnaires to students to obtain information about student' needs and preferences.

B. Data Analysis

In this chapter needs analysis is explored in depth through questionnaires distributed to students. The aim is to find out the needs of students in understanding material about the ability to write descriptive text.

1. The Students' Profile Description

On Thursday, February 2nd 2023, and Friday, March 31st 2023, to participate in the study, the researcher gave class X MIPA pupils needs analysis questionnaires.

Student's Profile		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	15	37.5	37.5	37.5
	Female	25	62.5	62.5	100.0
	Total	40	100.0	100.0	

Table 4.1 Students' Profile Description

There are 40 students in class X MIPA as a whole. There are 25 female students and 15 male students, as can be seen in the table above. When creating materials, gender information in taken into account, particularly in the input text.

2. The Description of the Students' Needs

The first questionnaire was given to the students in order to gather the needs of the learners, as specified in the instruments. Ten questions were created from eight different questionnaire component. The first questionnaire findings are listed below.

a. Goal

The purpose of the questionnaire's first question was to gather data regarding student's options and levels of interest in classroom learning activities. The data is as follows:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Interesting	19	47.5	47.5	47.5
	Very interesting	21	52.5	52.5	100.0
	Very not interesting	0	0	0	0
	Not intersting	0	0	0	0
Total		40	100,0	100,0	100,0

How is the process of teaching and learning in the classroom, especially in writing activities?

Table 4.2. Goal

Based on the percentage above, none of the students selected options 'A' and 'B', but around 47,5% of the students picked 'C', this suggest that knowing how to teach writing in a classroom is 'Interesting'. In contrast, 52,5% of students selected options 'D', they claim that the classroom teaching and learning process is 'Very Interesting'

b. Wants

The researcher attempted to learn what the students expected from writing instruction in response to question 2 and 3. The option for

how writing supplies should be packaged is one that students can choose from. Multiple responses are acceptable choices for students. As evidenced by the statistic gathered below, students genuinely desire intriguing writing materials to help them advance their writing abilities.

What do you hope to see improved in term of writing activities in the classroom?		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	To be to write text smoothly	19	47.5	47.5	47.5
	To be able to enrich the vocabulary	3	7.5	7.5	55.0
	To be able comprehand the text	15	37.5	37.5	92.5
	To be able to use the language of the texts in daily life context	3	7.5	7.5	100.0
	Total	40	100.0	100.0	

Table 4.3. Students Wants from the Writing Activities

Around 19 pupils, or about 47,5% of the whole student body, wished to be able write text effectively. 7,5% of students selected the 'B' choice, whereas 37,5% of students selected the ability to understand the text correctly option. However, just 7,5% of students chose option 'D' which refers to being able to amploy the language of the text in the context of daily life.

What kind of writing materials do you want to have?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Involved many things	7	17.5	17.5	17.5
	Involved many picture/illustration	26	65.0	65.0	82.5
	Involved audios	5	12.5	12.5	95.0
	Involved many games	2	5.0	5.0	100.0
	Total	40	100.0	100.0	

Table 4.4. Students Wants on the writing Materials Organization

17,5% of students relied on the use of several text included in choice 'A' in the written discussion structure depicted in the table above. While 65% of students selected options 'B', which asked for participation from a variety of images/illustrations. 12,5% of students selected option 'C' with audio engagement, and 5% selected option 'D' with game involvement for producing a descriptive text.

A. Procedure

What do you think of the explanation of the materials about descriptive text in the classroom?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Clear	9	22.5	22.5	22.5
	Very clear	31	77.5	77.5	100.0
	Total	40	100.0	100.0	

Table 4.5. Procedure

The majority of students said that the process of teaching and learning to write, particularly descriptive text was obvious. This indicate that the students had a solid understanding of the teacher's content. As seen in the above table. 77,5% of students selected option

'D', which stand for "Very Clear", while about 22,5% selected option

'D', which stand for "Clear", while no students selected options 'A' or

'B' which stand for "Unclear" and "Very Unclear" respectively.

B. **Lacks**

The purpose of question number 5 is to determine the students

lacks in skills, particularly with regard to descriptive text

What is the explanation that should be expanded to comprehand the text?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Grammar	2	5.0	5.0	5.0
	The structure of the text	8	20.0	20.0	25.0
	Vocabulary, grammar. and the structure of the text	30	75.0	75.0	100.0
	Total	40	100.0	100.0	

Table 4.6. Lacks

The majority of pupils has issues with vocabulary, grammar

(specifically how to employ adjectives and adverb, and text

organization, it was chosen by 75% of the pupils.

C. **The Involvement of Technology**

How does the use of technology, such as computers, support the materials explanation?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	2	5.0	5.0	5.0
	Seldom	24	60.0	60.0	65.0
	Sometimes	12	30.0	30.0	95.0
	Always	2	5.0	5.0	100.0
	Total	40	100.0	100.0	

Table 4.7. The Involvement of Technology: The Use of Computer

The use of computers in the teaching and learning process is still minimal, as elvildelnceld by thel tablel. Thel telachelr utillilzels thel computelr for ilnstructilonal purposes only sometimes, according to more than half of the pupils 60% who chose option 'B'. about 30% of students select option 'C', indicating that the teacher occasionally incorporates computers into the teaching and learning process. And 5% of students selected options 'A', which stand for never, while 5% selected option 'D' which stands for always.

What do you think of the influence of using multimedia to the comprehension of descriptive text?				
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very demovated	2	5.0	5.0	5.0
	Demovated	1	2.5	2.5	7.5
	Motivated	18	45.0	45.0	52.5
	Very Motivated	19	47.5	47.5	100.0
	Total	40	100.0	100.0	

Table 4.8. The Involvement of Technology: The Effect of Using Computers on Students Motivation

Based on the table above, around 47.5% of students chose option 'D', around 45% of students chose option 'C', while around 2.5% of students chose option 'B', and around 5% of students chose option 'A'.

D. Needs

In your opinion, what kind of activities that could improve your writing skills?				
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Anwering question based on the texts	2	5.0	5.0	5.0
	Matching questions to provide answer	2	5.0	5.0	10.0
	Make a sentence by given some picture	22	55.0	55.0	65.0
	Rearranging and	14	35.0	35.0	100.0

		Frequency	Percent	Valid Percent	Cumulative Percent
	completing sentences to make a good text				
	Total	40	100.0	100.0	

Table 4.9. Needs

Students' perspectives on in-class learning activities must be included in writing assignments. According to the results of the questionnaires, where students could select their own responses, some students found it simpler to understand information in descriptive texts if there were activities where students had to respond to a number of questions based on text images or illustrations (55%); 5% of students believed that writing skills could be improved by matching the questions with the provided answers. While 35% of students said that rearranging and finishing sentences to create effective texts were exercises to build writing abilities, another 5% of students stated that answering questions based on text was something that was simpler to comprehend in writing skills.

E. Learners' Role

When you find problem during writing a text. what do you do?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Asking the teacher	14	35.0	35.0	35.0
	Asking the teacher and friends	16	40.0	40.0	75.0
	Trying to solve the problem by yourself	9	22.5	22.5	97.5
	Doing nothing	1	2.5	2.5	100.0
	Total	40	100.0	100.0	

Table 4.10. Learners Role.

Based on question number 9, in which students employed their skills to address the issues they encountered in writing class, 40% of students selected option 'B' because they routinely sought help from

their teacher and friends. 2.5% of students prefer to do nothing, whereas 35% of students want to address their own difficulties.

F. Setting

When you do a writing activity, hoe do you expect to finish the task?		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Alone	24	60.0	60.0	60.0
	In pairs	9	22.5	22.5	82.5
	In groups	6	15.0	15.0	97.5
	Whole class	1	2.5	2.5	100.0
	Total	40	100.0	100.0	

Table 4.11. Setting

The final query asks the pupils how they plan to complete the assignment. According to the figures in the table, 60% of students prefer to work independently on their assignments. However, 22.5% of students considered working on tasks in pairs. 15% of students choose to complete their assignments in groups. Moreover, 2.5% of students decide to do homework in class.

c. The Description of the Interview with the Teacher

Class X at SMA PGRI 12 Medan has 2 classes and they are handled by two English teachers. During the research, the researcher was supervised by an English teacher. She handled class X MIPA and X IIS. However, the researcher distributed the questionnaires to one class only. That is class X MIPA. To support the results of the questionnaire, the researcher interviewed teachers pursuing English in that class.

Thel interview took place on March 13, 2023, a Monday. The instructor is aware that every student is unique. She claimed that not all of his students pay attention while he lectures. It might be challenging for some students to keep up with the teaching and learning process. While

others are generating loud, difficult-to-control noise. As a relsult, even in these situations, the teacher occasionally only pays attention to students who want to study seriously and who obey directions.

She typically use dialogue as a tactic when doing writing exercises. Before asking them to debate the texts in groups, he initially offered the pupils sample passages. Then he goes on to clarify every element of the book, from the key points being covered to the grammatical constructions. He claimed to have restricted his attention to information that would be useful for the final exam. The teacher therefore instructed the students to look out synonyms and antonyms of challenging phrases in order to expand their vocabulary. Students that truly desire to complete the task are the cause of the issue once more.

In terms of material, the teacher reliles on a telxtbook entitled English SMA/MA Medal for Class X Odd Semester K13 which is published by the Ministry of National Education. She also adapts material from the internet. She said he really wanted to make the materials himself but she couldn't because of time and other obligations.

When the teacher was asked by the researcher whether he used a computer for his teaching activities or not, he admitted that he had never used a computer in the teaching and learning process. students and the shortcomings of both students and teachers to achieve the objectives of teaching and learning activities.

d. **The Description of the Interview with the Students**

After distributing the questionnaires, the researcher asked two good students from Class X MlPA to conduct interviews. The interview session

was conducted on Tuesday, March 14 2023. At the class, the researcher began the interview by asking students for permission to conduct an interview. Then, ask them about how writing is taught in class. They said that teaching writing was quite interesting even though the teacher explained the material only from textbooks.

In terms of descriptive text material, they said that the material was taken from textbooks. They were asked by the teacher to do several assignments in the textbook, for example answering questions and finding the meaning, synonyms and antonyms of difficult words. However, for the use of computers students admit that the teacher has never used them. As said by the teacher during the interview.

The students anticipated receiving materials from the interviews that involved the use of technoogy, in this case, the use of a computer.

C. Research Findings

This chapter summarizes the research findings after data analysis. At SMA PGRI 12 MEDAN, researchers performed research from February 2nd through March 31st , 2023. The study's findings include a needs analysis that identifies eight categories of needs that students have when learning English, particularly when it comes to writing descriptive text: goals, wants, procedures, lacks, the use of technology (computelr multimedia), needs, learners' roles, and settings. The aim is to learn what the students think and are interested in regarding classroom learning activities. To determine the pupils' desire to learn English, particularly through writing. To learn the steps

invoved in teaching and learning to write in a classroom. Lacks, To determine the children' writing profilciency difficults

D. Discussion

Based on the information gathered from the study instruments, the findings were discussed. Target needs and learning requirements are the broad categories of need in a needs analysis. According to the information gathered on the target needs, the students expressed a need for materials that would aid in their English-language development. Vocabulary development, grammar, and the taught text structures were the areas they wished to focus on most in writing. In the meantime, in order to stimulate pupils to learn English, particularly writing, materials with audios and illustrations are expected to be provided. Additionally, since those computers were not utilized properly for the teaching and learning activities, the employment of computers in the teaching and learning process became the other discovery.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

In this chapter, the researcher draws the conclusion that after the researcher collects and analyzes the data.

a. The target needs for developing computer multimedia materials for writing skills of descriptive text is include:

a) Supporting students with learing disabilities, computers can support the writing process for students with learning disabilities by providing tools and applications that go beyond word processing. These tools can assist with the basic processes of transcription and help students overcome the challenges associated with writing.

b) Enhancing the writing process, technology can enhance the writing processes of all students by providing additional support and resources. It can aid in planning, composing, revising, and sharing written work. Technological tools can be selected based on the specific needs of each stage of the writing process

c) Catering to individual learning styles, computer multimedia aided materials can be designed to accommodate different learning styles and preferences. By incorporating visual aids, audio recordings, interactive exercises, and other multimedia elements, these materials can engage students and enhance their understanding and retention of descriptive writing concepts.

d) Promoting active learning and student engagement, interactive multimedia materials can provide opportunities for active learning and student engagement.

b. To develop computer multimedia for writing skills of descriptive text, several learning needs should be considered, these include:

    a) Understanding the target audience, it is important to identify the specific learning needs, language profiency levels, and preferences of the students who will be using the computer multimedia materials. This understanding helps in designing content that aligns with their abilities and interest.

    b) Visual aids and examples, computer multimedia for writing skills should include visual aids such as images, graphics and diagrams that support the understanding of descriptive text elements. Providing examples of descriptive texts can also help students grasp the required structure and language features.

    c) Guided practice, interactive exercises and activities can incorporated into computer multimedia materials to provide guided practice in writing descriptive text.

c. Computer multimedia aided materials that are suitable for understanding writing descriptive text include:

    a) Interactive presentations, multimedia presentations that include visual, audio, and interactive elements can effectively engage students and help them understand the key concept of descriptive

writing. These presentations can provide explanations, examples and step-by-step guidance on how to create descriptive text

b) Video tutorials, video tutorials can provide a visual demonstration of the descriptive writing process. By watching videos, students can observe real-life examples of descriptive text being written. Videos can include explanations, tips, and strategies for effective descriptive writing.

c) Audio recordings, including audio recording in computer multimedia materials can help students understand the correct pronounciation and intonation patterns of descriptive language. It can also provide listening practice, allowing students to identify descriptive language in spoken texts.

d. Suggestion

There are some suggestions proposed to students, teachers and other researchers or materials developers.

First, for students', the internet has already permelated students' surrounds, thus it is up to them to actively seelk out more resources to aid and support them in learning English. They will therefore find it simpler to learn and acquire knowledge outside of the classroom. However, they must exercise caution when utillizing the internet.

Second, for teacher, they should actively participate in training on computer-assisted language learning so that they are able to make their own

computer-based materials. Especially when you have to collaborate wilth language developers to produce suitable materials for learning.

And third, for other researchers or materials developers, they can make materials better than this and develop other materials that focus on other types of texts taught in Class. In addition, they can develop materials that focus on listening, reading, speaking and writing skills.

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APPENDIX

QUESTIONANAIRE

No	Question	Items
1	How is the process of teaching and learning in the classroom, especially in writing activities?	e. Very not interesting f. Not interesting g. Interesting h. Very interesting
2	What do you hope to see improved in terms of writing activities in the classroom?	e. To be to write text smoothly f. To be able to enrich the vocabulary g. To be able to comprehend the text h. To be able to use the language of the texts in daily life context
3	What kind of writing materials do you want to have?	e. Involved many texts f. Involved many picture/illustration g. Involved audios h. Involved many games
4	What do you think of the explanation of the materials about descriptive texts in the classroom	e. Very unclear f. Unclear g. Clear h. Very clear
5	What is the explanation that should be expanded to comprehend the texts?	e. Vocabulary f. Grammar g. The structure of the text h. Vocabulary, grammar and the structure of the text
6	how does the use of technology, such as computers, support the materials' explanation?	e. Never f. Seldom g. Sometimes h. Always
7	What do you think of the influence of using multimedia to the comprehension of descriptive texts?	e. Very demotivated f. Demotivated g. Motivated h. Very motivated
8	In your opinion, what kind of activities that could improve your writing skills?	e. Answering question based on the texts f. Matching questions to provide answers g. Make a sentence by given some pictures h. Rearranging and completing sentences

		to make a good text
9	When you find a problem during writing a text, what do you do?	e. Asking the teacher f. Asking the teacher and friends g. Trying to solve the problem by yourself h. Doing nothing
10	When you do a writing activity, how do you expect to finish the task?	e. Alone f. In pairs g. In groups h. Whole class

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Perihal : **PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Dengan hormat, yang bertanda tangan di bawah ini :
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NPM   : 1802050016
Program Studi   : Pendidikan Bahasa Inggris
Kredit Kumulatif : 135 SKS

IPK = 3,68

Persetujuan Ketua/Sek Prodi	Judul yang diajukan	Disyahkan Oleh Dekan Fakultas
	Computer-Multimedia Analysis Aided in Teaching English as A Foreign Language in Senior High School	
	The Correlation Between Master of Vocabulary and Reading Comprehension	
	The Student Ability in Using Words and Expressing in Handling Guest Complaint	

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak/Ibu saya ucapkan terima kasih.

Medan,

Hormat Pemohon,

FADILLAH SAIFANI NST

Dibuat Rangkap 3 :
- Untuk Dekan/Fakultas
- Untuk Ketua/Sekretaris Prodi
- Untuk Mahasiswa yang bersangkutan

Kepada: Yth. Bapak Ketua/Skretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Perihal   : **Permohonan Perubahan Judul Skripsi**

Bismillahirahmanirrahim
Assalamu'alaikum Wr. Wb

Dengan hormat, yang bertanda tangan di bawah ini:

Nama Lengkap   : Fadillah Saifani Nasution
N.P.M   : 1802050016
Program Studi   : Pendidikan Bahasa Inggris

Mengajukan permohonan perubahan judul Skripsi, sebagai mana tercantum di bawah ini:

Computer Multimedia Analysis Aided in Teaching English as a Foreign Language in
Senior high School

Menjadi:

The Implementation of Computer Multimedia for Teaching Descriptive Text in Senior
High School

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya.
Akhirnya atas perhatian dan kesediaan Bapak saya ucapkan terima kasih.

Medan,   Okotber 2022

Ketua Program Studi
Pendidikan Bahasa Inggris

Hormat Pemohon

Pirman Ginting, S.Pd., M.Hum

Fadillah Saifani Nasution

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No.3 Telp.(061)6619056 Medan 20238
Website: http://www.fkip.umsu.ac.id E-mail: fkip@umsu.ac.id

Kepada : Yth. Bapak Ketua/Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Assalamu'alaikum Wr, Wb.

Dengan hormat, yang bertanda tangan di bawah ini :

Nama	: Fadillah Saifani Nasution
NPM	: 1802050016
ProgramStudi	: Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek proposal/risalah/makalah/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut :
Computer-Multimedia Analysis Aided in Teaching English as A Foreign Language in Senior High School

Sekaligus saya mengusulkan/menunjuk Bapak/Ibu sebagai :

Dosen Pembimbing : Dr. BAMBANG PANCA SYAHPUTRA, M.Hum

Sebagai Dosen Pembimbing proposal/risalah/makalah/skripsi saya

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak/Ibu saya ucapkan terima kasih.

Medan,
Hormat Pemohon,

FADILLAH SAIFANI NST

Dibuat Rangkap 3 :
- Untuk Dekan/Fakultas
- Untuk Ketua/Sekretaris Prodi
- Untuk Mahasiswa yang bersangkutan

PERMOHONAN PERSETUJUAN JUDUL SKRIPSI

Dengan ini saya:

Nama Mahasiswa   : Fadillah Saifani Nasution
NPM   : 1802050016
Prog. Studi   : Pendidikan Bahasa Inggris

Judul	Diterima
Computer-Multimedia Analysis Aided in Teaching English as A Foreign Language in Senior High School	

     Bermohon kepada Dosen Pembimbing untuk mengesahkan judul yang telah diajukan kepada Prodi Pedidikan Bahasa Inggris

Disetujui oleh
Dosen Pembimbing
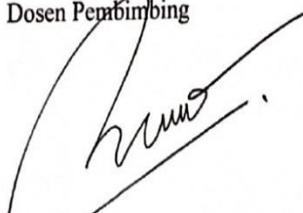
Medan,   Mei 2022
Hormat Pemohon,

Dr. Bambang Panca Syahputra, M.Hum

Fadillah Saifani Nasution

Nomor   : 1573 /II.3/UMSU-02/F/2022
Lamp   : ---
H a l   : **Pengesahan Proyek Proposal**
             Dan Dosen Pembimbing

Bismillahirahmanirrahim
Assalamu'alaikum Wr. Wb

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan Perpanjangan proposal/risalah/makalah/skripsi dan dosen pembimbing bagi mahasiswa yang tersebut di bawah ini :

Nama   : **Fadillah Saifani Nasution**
N P M   : 1802050016
Program Studi   : Pendidikan Bahasa Inggris
Judul Penelitian : **Computer-Multimedia Analysis Aided in Teaching English as A**
                    Foreign Language in Senior High School.

Pembimbing   : **Dr. Abambang Panca Syahputra. M.Hum**

Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut :

1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
2. Proyek proposal/risalah/makalah/skripsi dinyatakan **BATAL** apabila tidak selesai pada waktu yang telah ditentukan.
3. Masa daluwarsa tanggal : 5 September **2023**

Medan 9 Shafar   1444 H
5 September 2022 M

Wassalam
Dekan
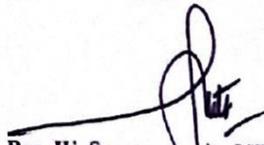
Dra, Hj. Syamsuyurnita,MPd.
NIDN : 0004066701

Dibuat rangkap 5 (lima) :
1. Fakultas (Dekan)
2. Ketua Program Studi
3. Pembimbing Materi dan Teknis
4. Pembimbing Riset
5. Mahasiswa yang bersangkutan :
   WAJIBMENGIKUTISEMINAR

بسم الله الرحمن الرحيم

LEMBAR PENGESAHAN PROPOSAL

Proposal yang diajukan oleh mahasiswa di bawah ini:

Nama Lengkap   : Fadillah Saifani Nasution
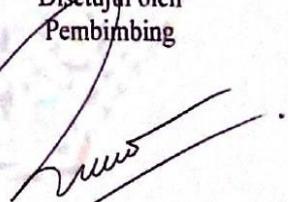
N.P.M   : 1802050016

Program Studi   : Pendidikan Bahasa Inggris

Judul Proposal   : Computer-Multimedia Analysis Aided in Teaching English as A

Foreign Language in Senior High School

Sudah layak diseminarkan.

Medan, // Agustus 2022

Disetujui oleh
Pembimbing

Dr. Bambang Panca Syahputra, M.Hum.

Nomor   : 3477 /II.3/UMSU-02/F/2022   Medan,   28 Jumadil Awal   1444 H
Lamp   : ---   22 Desember   2022 M
H a l   : Izin Riset

Kepada : Yth. Bapak/Ibu Kepala
SMA PGRI 12 Medan
Di
Tempat.

Bismillahirahmanirrahim
Assalamu'alaikum Wr. Wb

Wa ba'du semoga kita semua sehat wal'afiat dalam melaksanakan tugas sehari-hari sehubungan dengan semester akhir bagi mahasiswa wajib melakukan penelitian/riset untuk penulisan Skripsi sebagai salah satu syarat penyelesaian Sarjana Pendidikan, maka kami mohon kepada Bapak/ibu memberikan izin kepada mahasiswa kami dalam melakukan penelitian /riset ditempat Bapak/ibu pimpin. Adapun data mahasiswa tersebut di bawah ini :

Nama   : Fadillah Saifani Nasution
N P M   : 1802050016
Program Studi   : Pendidikan Bahasa Inggris
Judul Penelitia : The Implementation of Computer Multimedia for Teaching Descriptive
                  Text in Senior High School.

Demikian hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak/ibu kami ucapkan banyak terima kasih, Akhirnya selamat sejahteralah kita semuanya. Amin.

Wassalam
Dekan

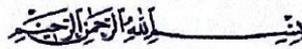**Dra. Hj. Syamsuyurnita, MPd.**
NIDN : 0004066701

**Pertinggal

بسم الله الرحمن الرحيم

LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL

Proposal yang sudah diseminar oleh mahasiswa di bawah ini:

Nama Lengkap	:	Fadillah Saifani Nasution
N.P.M	:	1802050016
Program Studi	:	Pendidikan Bahasa Inggris
Judul Proposal	:	Computer Multimedia Analysis Aided in Teaching English as a Foreign Language in Senior High School

Pada hari Jumat tanggal 23 bulan September tahun 2022 sudah layak menjadi proposal skripsi.

Medan,   September 2022

Disetujui oleh:

Dosen Pembahas

(Imelda Darmayanti Manurung, S.S, M.Hum)

Dosen Pembimbing

(Dr. Bambnag Panca S, M.Hum)

Diketahui oleh
Ketua Program Studi,

(Pirman Ginting, S.Pd., M.Hum)

BERITA ACARA SEMINAR PROPOSAL

Pada hari ini Jumat Tanggal 23 Bulan September Tahun 2022 diselenggarakan seminar prodi Pendidikan Bahasa Inggris menerangkan bahwa :

Nama Lengkap   : Fadillah Saifani Nasution
N.P.M   : 1802050016
Program Studi   : Pendidikan Bahasa Inggris
Judul Proposal   : Computer Multimedia Analysis Aided in Teaching English as a Foreign Language in Senior High School

No	Masukan dan Saran
Judul	revised due to the scope & limitation.
Bab I	- Revise scope & limitation, pay attention on grammar (future), sharpen the background
Bab II	Paraphrase, title, Conceptual framework focus on problem
Bab III	- Questionnaire - open ended interview
Lainnya	writing style, check references
Kesimpulan	[ ] Disetujui [ ] Ditolak [✓] Disetujui Dengan Adanya Perbaikan

Dosen Pembahas

(Imelda Darmayanti Manurung, S.S, M.Hum)

Dosen Pembimbing
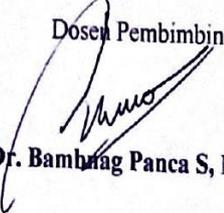
(Dr. Bambang Panca S, M.Hum)

Panitia Pelaksana

Ketua

(Pirman Ginting, S.Pd., M.Hum)

Sekretaris

(Rita Harisma, S.Pd., M.Hum)

بسم الله الرحمن الرحيم

BERITA ACARA BIMBINGAN SKRIPSI

Perguruan Tinggi	: Universitas Muhammadiyah Sumatera Utara
Fakultas	: Keguruan dan Ilmu Pendidikan
Jurusan/Prog. Studi	: Pendidikan Bahasa Inggris
Nama Lengkap	: Fadillah Saifani Nasution
NPM	: 1802050016
Program Studi	: Pendidikan Bahasa Inggris
Judul Skripsi	: The Implementation of Computer-Multimedia for Teaching Descriptive Text in Senior High School

Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
	Chapter I	
	Chapter II	
	Chapter III	
	Conclusion	
	Acc	

Medan,   Juni 2023

Diketahui oleh:
Ketua Prodi

Dosen Pembimbing

Pirman Ginting S.Pd., M.Hum.

Dr. Bambang Panca Syahputra, S.Pd., M.Hum.

بسم الله الرحمن الرحيم

BERITA ACARA BIMBINGAN PROPOSAL

Perguruan Tinggi	: Universitas Muhammadiyah Sumatera Utara
Fakultas	: Keguruan dan Ilmu Pendidikan
Jurusan/Prog. Studi	: Pendidikan Bahasa Inggris
Nama Lengkap	: Fadillah Saifani Nasution
N.P.M	: 1802050016
Program Studi	: Pendidikan Bahasa Inggris
Judul Proposal	: Computer-Multimedia Analysis Aided in Teaching English as A Foreign Language in Senior High School

Tanggal	Deskripsi Hasil Bimbingan Proposal	Tanda Tangan
30 - 05 - 22	Revising the Title	
5 - 06 . 22	Chapter I	
7 - 06 - 22	Writing Techniques	
08 - 08 - 22	Acc	

Diketahui oleh:
Ketua Prodi

Medan,   Agustus 2022

Dosen Pembimbing

(Pirman Ginting, S.Pd., M.Hum.)

(Dr. Bambang Panca Syahputra, M.Hum.)

PERNYATAAN KEASLIAN SKRIPSI

بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيمِ

Saya yang bertanda tangan dibawah in:

Nama Lengkap	:	Fadillah Saifani Nasution
NPM	:	1802050016
Program Studi	:	Pendidikan Bahasa Inggris
Judul Skripsi	:	The Implementasi of Computer-Multimedia for Teaching Descriptive Text in Senior Higt School

Dengan ini menyatakan bahwa skripsi saya yang berjudul **"The Implementasi of Computer-Multimedia for Teaching Descriptive Text in Senior Higt School"**. Adalah benar bersifat asli (original), bukan hasil menyadur mutlak dari karya orang lain.

Bilamana dikemudian hari ditemukan ketidaksesuaian dengan pernyataan ini, maka saya bersedia dituntut dan diproses sesuai dengan ketentuan yang berlaku di Universitas Muhamamdiyah Sumatera Utara

Demikian pernyataan ini dengan sesungguhnya dan dengan sebenar-benarnya.

YANG MENYATAKAN,

BFED5AKX660718656

FADILLAH SAIFANI NASUTION