LEARNING THEORIES IN INSTRUCTIONAL MULTIMEDIA FOR ENGLISH LEARNING

Rizki Farani
Islamic University of Indonesia

ABSTRACT
Learning theory is the concept of human learning. This concept is one of the important components in instructional for learning, especially English learning. English subject becomes one of important subjects for students but learning English needs specific strategy since it is not our vernacular. Considering human learning process in English learning is expected to increase students' motivation to understand English better.

Nowadays, the application of learning theories in English learning has appeared in several learning methods and media. One of popular media today is instructional multimedia by using computer. There are many educators who design English material in certain computer software or games. It is still possible to apply learning theories in instructional multimedia program since multimedia provides complete learning by using text, picture, sound, video and animation. Multimedia program can adapt students' differences in learning. It is a good potential of collaborating learning process and technology to learn English better.

The program will help students to master the whole English language competence (listening, speaking, reading and writing).

This paper will discuss the types of learning theory that can be used in instructional multimedia to learn English. This paper also provides several examples of instructional multimedia product that contain learning theories application. 

Key Words: Learning theories, Instructional multimedia, English learning

INTRODUCTION
Learning theory is basic theory about how humans learn. It leads to the development of new knowledge, skills or attitudes as an individual with information and the environment (Smaldino et.al, 2005: 6). Learning theory is also assumption references about learning process, proved through research and experience (Warsita, 2008: 61). It focuses on several aspects such as how students learn or psychological condition. There are four general perspectives on learning theory, for instance; behaviorist perspective, cognitive perspective, constructivist perspective and social-psychological perspective (Smaldino et.al, 2005: 6-7). These perspectives are one of the basic considerations in designing instructional material for learning, especially English learning.

English learning has become important skill for students in all level of education. There are many methods, invented by teachers, lecturer, educators or instructors, to support effective English learning. Nowadays, one of the popular methods is designing English learning is using multimedia program by using computer to make English material presentations such as Listening, Speaking, Reading and Writing. Multimedia computer program gives positive effects in visualizing English concept by combining text, picture, sound, video or animation. This program helps learner to comprehend all English skills in one presentation.

However, designing effective multimedia presentation and considering the process of human learning at the same time is not easy. It requires methodological steps in analyzing human learning, English material and multimedia program itself. This paper will discuss about how to apply learning theories in instructional multimedia program for English learning.

LITERATURE REVIEW
Learning Theories
There are four general learning theories in education field. The first theory is behaviorist perspective. This perspective views that behavior can be shaped by reinforcing or rewarding to achieve the desired responses to the environment (Pavlov in Smaldino et.al, 2005: 6). This theory emphasize on changes in behavior or performance. In the other words, learning output is more important than learning process. The characters of behaviorist learning process are (Hartley&Davies, 1978 in Warsita, 2008:67):

a. Students' participation is important in learning process.

b. Learning material is designed in sequence to help students understand the content easily.

c. Students' responses should be followed by feedbacks and reinforcement.
LEARNING THEORIES IN INSTRUCTIONAL MULTIMEDIA FOR ENGLISH LEARNING

Rizki Farani
Islamic University of Indonesia

ABSTRACT
Learning theory is the concept of human learning. This concept is one of the important components in instructional for learning, especially English learning. English subject becomes one of important subjects for students but learning English needs specific strategy since it is not our vernacular. Considering human learning process in English learning is expected to increase students' motivation to understand English better.

Nowadays, the application of learning theories in English learning has appeared in several learning methods and media. One of popular media today is instructional multimedia by using computer. There are many educators who design English material in certain computer software or games. It is still possible to apply learning theories in instructional multimedia program since multimedia provides complete learning by using text, picture, sound, video and animation. Multimedia program can adapt students' differences in learning. It is a good potential of collaborating learning process and technology to learn English better.

The program will help students to master the whole English language competence (listening, speaking, reading and writing). This paper will discuss the types of learning theory that can be used in instructional multimedia to learn English. This paper also provides several examples of instructional multimedia product that contain learning theories application.

Key Words: Learning theories, Instructional multimedia, English learning

INTRODUCTION
Learning theory is basic theory about how humans learn. It leads to the development of new knowledge, skills or attitudes as an individual with information and the environment (Smaldino et.al, 2005: 6). Learning theory is also assumption references about learning process, proved through research and experience (Warsita, 2008: 61). It focuses on several aspects such as how students learn or psychological condition. There are four general perspectives on learning theory, for instance; behaviorist perspective, cognitive perspective, constructivist perspective and social-psychological perspective (Smaldino et.al, 2005: 6-7). These perspectives are one of the basic considerations in designing instructional material for learning, especially English learning.

English learning has become important skill for students in all level of education. There are many methods, invented by teachers, lecturer, educators or instructors, to support effective English learning. Nowadays, one of the popular methods is designing English learning is using multimedia program by using computer to make English material presentations such as Listening, Speaking, Reading and Writing. Multimedia computer program gives positive effects in visualizing English concept by combining text, picture, sound, video or animation. This program helps learner to comprehend all English skills in one presentation.

However, designing effective multimedia presentation and considering the process of human learning at the same time is not easy. It requires methodological steps in analyzing human learning, English material and multimedia program itself. This paper will discuss about how to apply learning theories in instructional multimedia program for English learning.

LITERATURE REVIEW
Learning Theories
There are four general learning theories in education field. The first theory is behaviorist perspective. This perspective views that behavior can be shaped by reinforcing or rewarding to achieve the desired responses to the environment (Pavlov in Smaldino et.al, 2005: 6). This theory emphasize on changes in behavior or performance. In the other words, learning output is more important than learning process. The characters of behaviorist learning process are (Hartley&Davies, 1978 in Warsita, 2008:67): a. Students' participation is important in learning process.

b. Learning material is designed in sequence to help students understand the content easily.

c. Students' responses should be followed by feedbacks and reinforcement.
The second theory is cognitive perspective that focuses on how people receive process and manipulate information (Piaget in Smaldino et.al, 2005: 6). This perspective also concerns about how people think, solve problems and making decisions. Thus, the principles of cognitive theory are understanding ideas or concepts and finding the connection among them (Warsita, 2008:69). The third theory is constructivist theory. It is a movement that extends beyond the beliefs of the cognitive. It considers the engagement of students in meaningful experiences as the essence of experiential learning (Smaldino et.al, 2005: 6). In learning process, this theory encourages students to do a group discussion, find solutions for problems and integrate some new information (Nurhadi et.al, 2004 in Warsita, 2008:137).

The last perspective, that is social-psychological perspective looks at the effect of social organization of the classroom on learning, for instance: group structure in the classroom, authority structure of the class and reward structure. The example of social-psychological perspective is the research conducted by Robert Slavin that says cooperative learning is both more effective and more socially beneficial than competitive and individualist learning (Slavin in Smaldino et.al, 2005: 7).

The learning perspectives above create different approaches in designing instruction for learning based on the focus of each perspective. However, successful instructional practices have features that are supported by virtually all the various perspectives, such as active participation, practice, individual differences, feedback, realistic contexts and social interaction. These features are accommodated by instructional media and technologies for learning that can help provide a learning atmosphere in which students actively participate (Smaldino et.al, 2005: 4-9).

Learning Theories in Instructional Multimedia

The application of technology in learning leads us to the application of multimedia. Multimedia is the presentation of material using both words and pictures (Mayer, 2007: 2). In learning process, presenting material in multimedia product gives opportunity for learners to process the information. It means multimedia product gives interactive channel for learners to comprehend the material in various aspects such as text, images, video, audio and animation.

4. In this research, the writer investigated two variables. They are the students' problems in listening III and the students' achievements. So, based on the findings and discussions above, she could conclude that there is a positive and significant correlation between the students' learning problems in Listening III and their achievements.

REFERENCES


3. Giving a clear instruction and explanation and giving an opportunity to use dictionary.
4. Making an interesting atmosphere in listening activity and improving the right and various techniques that can motivate the students as listeners in order to make them more comfortable in learning listening materials.
5. Introducing the real use of spoken English in classroom and asking the students to have a real English conversation.
6. Sending real native speaker and recorded materials to provide opportunities for the students to listen to the native speaker's voice.

CONCLUSION

Based on the research findings and discussions in the previous chapter, the writer tries to make some conclusions as follows:
1. Listening is an important skill and a basic skill in language learning. Without an effective listening skill, learners will not be able to learn to communicate effectively. The students have some problems in comprehending the speech of the native speaker. The lack in contextual knowledge is an obstruction in listening comprehension activity.
2. Listening skills are developed through three elements. They are access to words, parsing, memory and cognitive. The listening process can be divided into two classifications of approaches. They are bottom up and top down approach. The selection of the materials has to comply with the students' level, and the exercises must be able to measure the students' ability. A new style in teaching listening in the class should be appropriate with the stages or the principles of a listening lesson (Pre-listening, while-listening, and post-listening) that can motivate the students in learning listening.
3. Successful teaching of listening depends on the techniques that are used in teaching methods. So, the teacher has to apply an appropriate technique that can make the students more interested in listening activity. The key of interest in listening is an important factor to make the students pay attention to the materials. The teacher should not give exercises or tasks provided in textbooks without thinking about whether they are suitable for the students or not. The strategy that can be applied by the students is how to make them motivated in learning listening.

The advantages of using multimedia in learning are provide various information sources and instructional methods, stimulate more closely to the conditions of real-world learning and a world of multisensory all at once experience. Multimedia also addresses different learning styles such as auditory learners, visual learners or tactile learners. By using multimedia, students can choose the most meaningful sensory mode for them (Smaldino et.al, 2005: 142).

The aspect of learning theories can be found in several multimedia products, for example computer-based instruction and web-based courses. Behaviorist theory is basic concept in designing computer-based activity or web-based task because it leads student to a series of instructional steps to a desired level of performance (Smaldino, 2005: 8). When students study English by using computer-based instruction or multimedia program, they should follow certain instruction such as open computer software or files, login to a link in a website or register in social networks. If they do not follow the steps, they cannot access the material.

Furthermore, other theories also play significant roles as a bridge to enhance students' mastery by using multimedia. Cognitive theory usually focuses on choosing appropriate material for students based on students' interest and demand. Two passages below are two examples of specific reading passage for students in Islamic institution.

Passage 1

Our national history shows that non formal education such as Islamic boarding school (Pesantren) contributes a great movement to our nation in preparing community leaders and propagating religion. This institution educates people to be volunteers, teachers, propagators, informal leaders or social workers. Usually, these people dedicate themselves at religious institutions and non-governmental organizations. Their devotion, dedication and commitment have been taken for granted by the government. (Quoted from: Muhibbin Syah. Islamic English. 2005:89).

Passage 2

One billion people from a vast range of races, nationalities and cultures across the globe, from the southern Philippines to Nigeria are united by their common Islamic faith. About 18% live in the Arab world. The world's largest Muslim community is in Indonesia. Substantial parts of Asia and most of Africa are
Muslim, while significant minorities are to be found in the Soviet Union, China, North and South America and Europe (Quoted from: Azhar Arsyad. Step by Step Readings in English for IAIN Students. 2006: 123).

Passage 3

Islam views a woman, whether single or married, as an individual in her own right, with the right to own and dispose of her property and earnings. A marriage dowry is given by the groom to the bride for her own personal use, and she keeps her own family name rather than adopting her husband’s. Both men and women are expected to dress in a way which is modest and dignified. The traditions of female dress found in some Muslim countries are often the expression of local customs. (Quoted from: Arsyad, Azhar. Step by Step Readings in English for IAIN Students, 2006: 125).

Passage 1, 2 and 3 are selected materials about Islam. The purpose of choosing Islamic passage is to increase students’ motivation in learning English with familiar content. They can read, analyze and widen the passage to discuss Islamic issues.

In addition, constructivist and social-psychological perspective roles in building students’ knowledge and encourage team work. The application is usually shown in the method of instruction. One of the examples is the development of Contextual Teaching and Learning (CTL). CTL is learning concept that helps teacher to connect material to the real world and encourage students to analyze the connection and apply the skills in real condition. In this case, learning strategies is more important that learning achievement. The learning strategies usually consists of 7 steps such as constructivism, inquiry, questioning, learning community, modeling, reflection and authentic assessment (Nurhadi et.al, 2004 in Warsita, 2008:137).

In computer program, constructivist theory is usually shown in educational simulation. Educational simulations are structured environments, abstracted from some specific real-life activities, with stated levels and goals. This simulation allows participant to practice real world skills with appropriate feedback without affecting real process or people, for example educational simulation games about showing direction (Aldrich, 2009:7-8). Learner will learn the vocabulary and the expression to show direction from one place to another place by clicking a button to move people around. By doing this activity, student will learn how to use the

The result of the analysis stated that “there is a positive and significant correlation between the students’ learning problems in Listening III and their achievements.”

Strategies to Overcome the Problems

In listening activities, the students need to pay attention, concentration and focus on the native speaker's utterances that were presented by the teacher or using a tape recorder. Listening activities require an understanding of phonetics (pronunciation) and vocabulary mastery. The students also need to understand grammatical forms that can speed up their language learning activities. The knowledge of grammar can help the students comprehend some ways of using language more effectively.

Listening can be learnt from elementary up to advanced level. At university level, listening can be learnt from the first up to forth semesters. The lecturer has to encourage them by selecting and presenting interesting listening materials. The lecturer has to apply certain alternative strategies and give some exercises that can measure their ability and motivate the students in learning listening. Providing the high quality of facility and media can improve the students’ willingness to learn listening.

The lecturer has to develop and improve the techniques and strategies in the teaching of listening, for instance:
1. Preparing a tape recorder and selecting the various appropriate listening materials to be given to the students.
2. Establishing a positive interaction between the teacher and students.
alternative solutions in the teaching and learning of listening process in the classroom. This study used Product Moment Correlation formula after the analysis the normality and the linearity were processed.

The result showed that most of the listening problems of the students include:
1. Lack of vocabulary mastery
2. Less understanding grammatical forms, speakers’ utterances, unclear pronunciation and speed of speech, unclear contents of the passages, and physical setting including uncomfortable class.
3. Lack of facility and background noise.

As the impact, some students had low motivation in learning and it affects their achievement. The scores of the students’ learning problems in listening III and their achievements by using questionnaire and listening comprehension tests indicated that the students’ listening learning problems were at the low level and their listening comprehension test scores showing their achievements were in moderate level. The result was shown in the table below:

<table>
<thead>
<tr>
<th>Table 1. Score Listening Comprehension Test and Questionnaire</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>Student 1</td>
</tr>
<tr>
<td>Student 2</td>
</tr>
<tr>
<td>Student 3</td>
</tr>
<tr>
<td>Student 4</td>
</tr>
<tr>
<td>Student 5</td>
</tr>
<tr>
<td>Student 6</td>
</tr>
<tr>
<td>Student 7</td>
</tr>
<tr>
<td>Student 8</td>
</tr>
<tr>
<td>Student 9</td>
</tr>
<tr>
<td>Student 10</td>
</tr>
<tr>
<td>Student 11</td>
</tr>
<tr>
<td>Student 12</td>
</tr>
<tr>
<td>Student 13</td>
</tr>
<tr>
<td>Student 14</td>
</tr>
<tr>
<td>Student 15</td>
</tr>
</tbody>
</table>

vocabularies and the expression in “real-life” conversation. Specifically, educational simulation offers several positive effects such as create a sense of presence, access diverse real-world communities, increase students’ engagement with the material, provide “real-lab” for students, increase the depth of knowledge and present critical content.

The examples above show that multimedia program in a computer support the application of learning theories, especially in English learning. In the other word, high technology still can accommodate students' differences in learning process.

Learning Theories and Multimedia for English Learning

In English learning, the material focuses on mastering four skills such as listening, speaking, reading and writing. The output of the instructions depends on the goal of learning which are teaching English as a second language or English as a foreign language. English as a second language focuses on English as studied by people who speak other language but live in places where English is the first language. Meanwhile English as foreign language is English as studied by people who live in places where English is not the first language (Gebhard, 2005: 2). Based on this concept, English learning in Indonesia states English as a foreign language. Therefore, the objective of the instruction is to help students comprehend English.

Multimedia roles as a component in instructional design to reproduce or recognize presented material and present material in novel situation (Mayer, 2007: 16). It means that multimedia presents English material certain visualization from abstract concept. The combination of English material character and multimedia presentation is one format of learning theories application. To gain more understanding about learning theory integration in English learning, analyze the multimedia presentation below.
Picture 1 and 2 are instructional multimedia for English learning. This is a CD (Compact Disk) product, developed by using Macromedia Flash 8 (Gay, 2001: 1). The picture shows main menu screen that consist of five sections such as introduction, content, exercise, test and profile. These sections are arranged in sequence based on lesson plan or instructional design. This design is the talking about. In while- listening activities, it focuses their attention on key ideas in the text such as asking the students to find how many speakers and how often they hear certain words, and how many questions they hear, etc.

c) Post-listening

This activity is to ensure the students' comprehension and retention of the message. It consists of extension and development of the listening task. Students need to evaluate the results of decisions made during a listening task. In this part, the lesson is about giving a task related to the topic to ensure the students' comprehension and retention of the message and reflection on the language of the passage, asking the students to express and develop the listening task in spoken/written forms.

Listening Problem in University Level

The discussion of listening problems in university level was taken from a research, conducted in 2007 at English Language Education Department of Sarjanawiyata Tamansiswa University, Yogyakarta, in academic year 2006/2007. The data was taken by conducting listening comprehension test and filling questionnaires. The objective test was designed to collect the data about the students' problems in listening. The listening test that was given to the third semester students of English language education department, UST was taken from “How to Prepare the TOEFL” by Morphy Baron (1985). The test consisted of statements, dialogues, short and long stories. Meanwhile, the questionnaire was about the students' learning problems in listening III that is used to investigate a certain alternative strategies that could use to solve the problems in the teaching of listening. The questionnaire was based on the Micro-Skills of Listening (Brown, 2001:256).

The population of this study included the third semester English language education department students of Sarjanawiyata Tamansiswa University in academic year 2006/2007. The data used random sampling technique to get the sample of this study. The sample were 26 students. The techniques of data analysis were used to describe and investigate the correlation between the students' learning problems in listening III and their achievements. The inferential correlation analysis was utilized to provide the information about the correlation between the students' learning problems in listening III and their achievements to provide
are saying. This involves understanding the speakers' accent of pronunciation, grammar, vocabulary, and grasping the meaning (Howatt and Dakin, 1974:93). Meanwhile, Widdowson (1978:60) states that listening skill is a skill to understand the spoken language of a particular sentence to be used in an interaction. This means that understanding the context of the sentence to recognize of the significance of the speaker's meaning. In addition, Brown (2001:256), as quoted from Richards (1983), says that the micro-skills of listening have the goals that can be used as testing criteria, for example: the ability of understanding speech, stress pattern, intonation, pauses, error, grammatical rules and meaning. The micro skills are useful in an effective listening comprehension and can be applied in learning listening to:

1. Recognize a particular meaning expressed in grammatical forms.
2. Infer goal using the real knowledge.
3. Detect the main ideas.
4. Generalize and use some strategies of listening such as guessing, grouping, detect the key words and taking notes.

In the process of developing listening skills, the listeners need some process that can be facilitated by functional and formal practicing. According to Krashen and Terrel (1983:19) acquisition or development of a language can take place only when people understand the message in the target language. They also write that listening is an activity to get the message and information of what is heard in the target language. Therefore, the efforts to develop listening skill include some basic knowledge such as pre-listening, while-listening, and post-listening (Cook, 2001:132). Each of the stages is explained as follows:

a) Pre-listening

Pre-listening activities help students make decisions about what to listen, and subsequently, to focus attention on meaning while listening. A purpose for listening must be established, so that students know the specific information they need to listen to or the degree of details are required. The students are expected to be able to activate their background knowledge and vocabulary mastery.

b) While-listening

The technique in this stage includes listen to a dialogue and decide where the conversation occurred, listen to a conversation and decide what the people are application of behaviorist theory. In this theory, material are presented in sequence from the beginning (introduction) until the end (test or practice). This is usually called tutorial method.

Tutorial method is one of the methods in learning that uses tutor in a learning process in the form of person, computer or special print material. This method usually presents material from content, question and problem, students' responses, analysis and feedback (Newby et.al, 2000: 96). It is suggested to use this method to teach basic skills such as reading comprehension (Newby et.al, 2000: 97).

The advantages of using tutorial method are provide optimum individualized instruction, provide the highest degree of students participation, expands the number of “teacher” in the classroom by using students or computers as tutors and introduce new concept in a sequenced and interactive way (Newby et.al, 2000: 99). However, it is difficult to choose appropriate material for students in specific instructional condition. In some cases, it may be impractical since there is no specific material to support the content.

It is now the role of cognitive theory in determining appropriate content for specific learning. Analyze picture 3 below.
Picture 3 and 4 are power point presentation and picture about English Speaking activity. This material is for students in pre intermediate and intermediate level. The material uses simple sentences and general vocabulary. The images contain thematic pictures with simple speaking task. Based on the description, this material is assumed to be an appropriate method for beginner level in English learning. In some cases, this material can be used for Junior High School students. Choosing relevant content for students is the application of cognitive theory in multimedia product. It is supported by cognitive concept, described by Mayer (2007:54).

Mayer states that there are five stages in integrating cognitive theory in multimedia product: a) selected relevant words; b) selecting relevant images; c) organizing selected words; d) organizing selected images and e) integrating word-based and images-based representation. Selecting content can be based on:

1. General characteristic: learners characteristics can be influenced by competency level, ethnic or culture. As the impact of these factors, an in learning. The learners should be ready to deal with mistakes or difficulties in listening activities. To have this willingness, inhibition of learning should be eliminated. One of the inhibitions of learning is difficulty. It is in fact impossible for everyone to know everything about a listening text. To be ready to deal with difficulties in listening activities people should have a risk-taking plan. In a listening process, someone who is ready to deal with mistakes and difficulties in learning activities are called a risk taking activity. It is related with the students’ self-confidence and also their low anxiety.

Based on the description above, this paper will discuss about more issues or problems in learning listening by correlating students’ problem in listening skill and their achievement in the class.

**DISCUSSION**

**Listening**

Listening is the ability to receive, comprehend and understand the message in spoken language (Yagang, 1993:1). On other words, listening is the activity of paying attention to and trying to get the meaning from the information that has been heard. According to Howatt and Dakin (1974:93) listening is the process of a person understanding the meaning of the spoken language. The aim of listening for comprehension is to get the meaning of what the listeners hear and then produce a response to show what they have understood.

Listening is an important role in mastering a target language in spoken forms. By mastering listening skills, English learners will be able to grasp the message sent by speakers and able to respond logically to what is meant by the speakers. In a listening process the listeners understand and translate the messages addressed to them.

According to Byrne (1981:42) states that listening is a process of orally grasping and decoding the signs a listener directly hears. In a listening process, a listener understands and translates the message addressed to him and gets the meaning in the listeners' mind. To conclude, the purpose of listening involves the process of hearing, understanding, evaluating, and responding to the message.

**Listening Skill**

Listening skill is the prosperity of a person to understand the meaning of the spoken language. Listening is the ability to identify and understand what others
his own. It is the responsibility of the teacher in the classroom to present children with activities that help build and enhance listening skills.

The development of listening skill is related to communication ability. Communication has an important role in learning English language. There must be an interaction between at least two or more people involving a speaker and a listener. The speaker expresses her or his ideas by introducing utterances, and the listener receives the messages, keeps the utterances in memory, analyzes and identifies lexical illocutionary meaning. Communication skill is necessary to master for college student because they need to do some academic activities that involves attending lectures or speeches, presenting materials or finding some resources to do their assignments.

However, the communication skill of college students cannot develop well in some cases due to some listening skills issues or problem, such as physical and psychological aspect of the listeners. Physical factors include hearing problem. Meanwhile, psychological factors involve intelligence, interest, attitude, motivation, and readiness to learn. In addition, listening problems also include native speaker, environment, facility and teachers’ teaching strategies. To overcome the challenges, lecturer should choose appropriate material that includes the basic concept of listening skill, for example: pre-listening stage, while-listening stage and post-listening activities stage. These concepts can be applied in some learning activities such as comprehending listening texts effectively and efficiently from words, parsing, and memory processes. In each of the processes, the listeners will use some strategies including receiving the message, grouping, and centering the learning process, analyzing, cooperation with others, arranging the learning activities and practicing and reviewing their learning strategy. Those strategies are important factors in developing listening comprehension. They support the listeners in listening processes in order to get a high achievement in listening skill.

Moreover, these basic skills should be arranged based on students’ interest to improve their achievement and motivation. Listening is a problematic skill to the students. If lecturers do not consider students’ need and character, the learning process will not be success. Students’ input data is one of the important considerations among teaching components such as materials, media, learning strategies and environment. Instructional design that is organized based on students’ learning problems or character will support the development of readiness instructor may deal with heterogeneous groups which have different background, knowledge, expectation and motivation. Thus, superficial analysis of learner characteristics can provide helpful leads in selecting instructional methods and media.

2. Specific entry competencies: it is suggested that instructors must verify assumptions about entry competencies through informational means (such as in-class questioning or out-of-class interviews) or more formal means (such as testing with standardized or teacher-made tests). By analyzing specific entry competencies, an instructor can select appropriate methods and media.

3. Learning style: learning style refers to cluster of psychological traits that determine how an individual perceives, interacts with and responds emotionally to learning environments. There are four categories of learning styles such as perceptual preferences and strength (e.g. auditory, visual, tactile and kinesthetic), information processing habit (e.g. concrete sequential, concrete random, abstract sequential and abstract random), motivational factors (e.g. intrinsic motivators and extrinsic motivators) and psychological factors (gender, health and environment) (Smaldino, 2005: 49-52).

Look at another example below.
Picture 5 and 6 are similar to picture 1 and 2. They are also an instructional multimedia for English learning, developed by using Macromedia Flash 8. Picture 5 shows direction screen that consist of several symbols to enter the program. This direction is important because instructional multimedia in a CD is usually designed for self-learning. Students can explore the material without a tutor or a teacher. They also can study based on their own daily schedule. This media encourage students to build their own knowledge based on what they have learned. This is the application of constructivist theory. Based on Smaldino (2005: 6), constructivist perspective emphasize that learners create their own interpretations of the world of information. Students situate their learning experience within their own experience. Thus, the goal of instruction is to create a situation so that students can interpret information based on their understanding (Smaldino, 2005: 6).

Moreover, self-learning instructional multimedia is also the application of social-psychological perspective. This learning theory emphasizes on social skill such as team work or group discussion (Smaldino, 2005: 7). By using multimedia product without any teacher or tutor, students are encouraged to work with other students and to conduct group discussion among them to solve the problems and master the material.

CHALENGING ISSUES IN LEARNING LISTENING: A CORRELATIONAL STUDY IN UNIVERSITY LEVEL

Raden Rara Vivy Kusuma Ardhani
Senior High School 3 Yogyakarta

ABSTRACT

Listening is one of the four skills that have an important role in mastering the target language, especially in the university level. This skill is very useful to help college students to do some academic activities that involve attending lectures or speeches, presenting materials or finding some resources to do their assignments. However, listening skill cannot be developed well due to some problems. Based on a research, listening problems include lack of vocabulary mastery, less understanding grammatical forms, e.g. speakers' utterances, unclear pronunciation and speed of speech, unclear contents of the passages, and physical setting including uncomfortable class; and lack of facility and background noise. The data is proven by the achievement of listening test that indicates that students who have listening problems tends to have low achievement in the class. To overcome this problem, lectures have to design specific instructional design to solve the listening problems. This paper will discuss more about listening problems and the appropriate learning strategies to solve the problems.

Key words: instructional design, listening skills, college students

INTRODUCTION

Listening is one of the fundamental skills in language learning, in addition to speaking, reading, and writing. This skill has been learned since young age. Burhan (1971:81) explained that the basic ability to listen is innate and will be developed through a learning process. The learning process will make a child has the ability to listen effectively. Early listening development provides the foundation on which a child's speech and language abilities and literacy skills are built. The early-childhood-education stage is a time to build listening skills in children. However, a child is not going to be able to build these listening skills on
Learning Atmosphere

One of good impacts felt by students was that they were not sleepy during the class; they still wake up and energetic; the learning is relaxed but getting focus. Here the quoted sentences:

“I hope i can learn with your theory in the next time.”
“I must learn learn and learn more .. thank's for your great formula sir.”
“I hope with your 33 formula, i can easily to remember about the tenses. And also about the method that you taught about regular and irregular verb xxy xyy xxy and so on. i wish i can easily identify where it should be belong. Thankyou so much sir ;)”
“That's new knowledge for me and i'll try formula 33 in home.”
“I hope I can easy to understand more about tenses.”
“I will try to understand your 33 formula.”

CONCLUSION AND SUGGESTION

The integration of learning theories in multimedia development can enhance effective media in English learning. However, each theory has its advantage and disadvantage. Behaviorist theory can present material in sequence but this theory limit the learning process only in the changing of behavior. It does not consider students' mental and psychological condition. On the contrary, cognitive theory considers students' character as the main aspect in designing lesson. It gives positive impact for students because the material is designed based on their character, interest or demand. By using cognitive perspective, it is expected that learning objective can be reached effectively. Similar to cognitive theory, constructivist and social-psychological perspective also focuses students' character but these theories are not only discuss about students' condition and learning process but also knowledge building and social setting (e.g: classroom and society). A good combination of all learning theories might be a good solution to minimize the limitation.

The application of the learning theories are important to support the success of learning, especially English learning because English is not our vernacular so it needs specific strategies to master the skills such as Listening, Speaking, Reading and Writing. One of the popular media to support English learning at the present is instructional multimedia program by using computer. It is proven that instructional multimedia still can provide space for learning theories application by considering all aspects of multimedia based on students' need, for example: using relevant picture to visualize abstract concept. To conclude, all learning theories can complete each other in creating a well-planned instructional multimedia in computer program to support English learning.

REFERENCES


The material that you given today make learning English easier that I understand more about verbal, nominal, and passive sentences."

The last key word used by students is the word helpful. Some expressions were: “I become understand about sentence to help me in differentiating sentences, the material about verbal, nominal, and passive sentences help me to learn English easily, and this material help continuance of student learning, it is very helpful in learning English.”

Best Practice

From the students’ best practice aspect, students’ reflection can be classified into motivation, hopes, learning atmosphers, difficulties, and awareness.

Motivations

The first material that was the concept of VNP encourages student to learn English. The keywords found here were become vibrant, trigger, encourage, give motivation, give a light, and enlightenment. Here are the quoted sentences:

“About VNP, I become more vibrant to learn English. Thanks sir.”
“\"I become vibrant to attend the English class to learn VNP. It was very cool. Thanks sir.\"
“It enlightens me to learn English more and more.”
“This material encourages me to learn English.”
“You have motivated me to learn English. I don’t understand English for long time but by your method I am encouraged to learn English. Hopefully, I can understand English better.”
“I get enlightenment and hope to learn English..... Thank you sir.....”

Some students wrote their reflection in English. Here are the quoted sentences:

“We are waiting for your NEXT FORMULA, sir. Thank you :) Great !!!! Now, my "english machine" completely installed. Hope There will be another program from you that can make my CPU have various program to learn english more.”