THE UTILIZATION OF INSTRUCTIONAL MULTIMEDIA FOR ENGLISH LEARNING

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ABSTRACT
Technology is one of the instructional components in almost all teaching and learning processes, including English learning. However, the utilization of technology in English Learning needs specific methodological procedures to develop appropriate media for students. This paper will discuss about the utilization of instructional multimedia in English learning by describing the concept of multimedia, instructional multimedia in English learning and the application of instructional multimedia utilization in the class. The application is based on a research, conducted in STAIN (State Islamic Institute) Samarinda in March 2012. The research involves several procedures in using multimedia in Reading class. The media is CD product, developed by using software Macromedia Flash 8 and Cool Edit Pro.

Keywords: instructional multimedia, English learning, macromedia flash 8

INTRODUCTION
Technology changes very rapidly in globalization era, especially in education field. Technology has become one of the instructional components in almost all teaching and learning processes, including English learning. Nowadays, most English teachers or educators utilize instructional multimedia in presenting four English skills (Listening, Speaking, Reading and Writing). Today, multimedia in English learning is not only limited to Listening Laboratory but also LCD, computer or television. This paper will discuss deeply about the utilization of instructional multimedia for English learning based on several discussion such as the concept of instructional multimedia, instructional multimedia in English learning and the application of instructional multimedia utilization in English learning.
DISCUSSION

The Concept of Instructional Multimedia

Instructional Multimedia is a presentation of materials through words and pictures. The words are presented in verbal form, such as printed or spoken words, while the images are presented in the form of static and dynamic graphics, such as illustrations, photos, animation or video (Mayer, 2007: 3). This opinion is supported by Smaldino et. al (2005: 141) who state that multimedia refers to the sequential or simultaneous use of a variety of media formats in a given presentation or self-study program. Winarno also states that (2009: 8) multimedia is a combination of text, images, graphics, animation, audio and video, and interactive delivery method that can create the learning experience for students as in real situation. Based on these definitions, instructional multimedia is media presentation for learning process. It usually includes text, images, audio, video and animation. There are several kinds of instructional multimedia, such as:

a. Multimedia kits, which is a collection of materials involving more than one type of medium and organized around a single topic.

b. Hypermedia. A media that allow the composition and display of non sequential materials.

c. Interactive media refers to media that require learners to practice skills and receive feedback.

d. Virtual reality. A media in which users experience multisensory immersions and interact with phenomena as they would in the physical world.

e. Expert systems. A software packages that teach learners how to solve a complex problem by applying the collective wisdom of experts in a given field.

(Smaldino, et.al, 2005: 142)

The utilization of instructional multimedia gives positive impact in a learning process because multimedia can be developed based on different learning situation and students’ learning style (Sri Anitah: 2010: 57). Specific development of instructional multimedia can help to improve student’s achievement in the learning process.

Instructional Multimedia in English Learning

Instructional multimedia in English learning can be used in a variety of ways to enhance the teaching of many aspects of reading and writing particularly. These women laugh or cry during their reading experience. Therefore, this, one more time, shows that chick-lit has power over women. Besides, love can win all is what
doing Miranda's orders. These are far beyond her imagination about working in Runaway. What she wants is to be a journalist. It means that she uses her skill something that she earns to get through her educational background. However, the reality is not as beautiful as she has imagined before. She has to choose between stay or go. Finally she chooses to go. Moreover, she wants to be loved as the way before. Her lover, Alex, leaves her as she is getting famous and wealthy. Because of her job which provides her in any girl dream of in cosmopolitan world, she changes. This causes her loses her beloved. Though it is late to realize that finally she learns to leave wealth and fame and she is confident enough to be herself again and ready to be loved as whatever she is. In conclusion, the career girl, Andrea, who rejects love in favor of wealth or fame, and discovers that love alone is fully satisfying are in line with this fourth characteristics. This is also happens to Jemima. She refuses to be obsessed to be thin anymore, as she knows that she can be accepted as whatever she is. She stops to be ten and decides to be twelve. She is also refuses to accept Brad's offer to stay with him in Los Angeles, although staying with Brad guarantees her to be more famous and wealthy. Therefore, it can be concluded that the fourth characteristic is also applied by chick-list which puts it as women's best friend and has power to affect those women.

CONCLUSION

There are four characteristics of romance, namely, it stars a female; its organizing action is the development of a love relationship, usually between a man and a woman; that of love triumphant and permanent, overcoming all obstacles and difficulties; and that of the career girl who rejects love in favor of wealth or fame, only to discover that love alone is fully satisfying. All of those characteristics, the romance formula, as it has been discussed above, show that those can affect women as the characteristics represent women themselves. The female as the star is the first characteristic which proves that chick-lit is close to women. Through this star, women can take a part in the story. They feel that the stars are themselves. They experience what the star deals with. It causes them feel closer to chick-lit. While, the love relationship cannot be denied that it is the most important part of women. Love story is women life. Using loves story as the main issue in the story helps chick-lit to be closer to women. Somehow it also affects women through their unconsciousness mind. It cannot be argued further that the influences cause might include using program designed to enhance students' understanding of text, websites, word processing for effective drafting and redrafting of work, using software to design media texts (newspaper and magazines), using digital or recording camera to create visual presentations, using media hardware to create and edit moving images, using recording equipment to create audio- resources (tapes or CDs), designing websites and creating online texts (email and blog) (Warham, 2009: 183).

However, the utilization of instructional multimedia should consider several aspects, such as learning objectives and students' learning style. In terms of learning objectives, English as a foreign language usually focuses on understanding English as one of academic competencies. Meanwhile, English as a second language usually focuses on literacy and the goal of the instruction is learning how to use English (Gebhard, 2005: 3). Thus, the utilization of instructional multimedia should help student to comprehend English in all skills or communicate by using target language. Moreover, students' learning style also can be basic consideration before using multimedia in the class. Learning styles can be categorized in four variables;

a) Perceptual preferences and strengths. This variable includes auditory, visual, tactile and kinesthetic.

b) Information processing habits. This category includes a range of variables related to how individuals tend to approach the cognitive processing of information. It includes concrete sequential, concrete random, abstract sequential and abstract random.

c) Motivational factors. Motivation can be categorized as either intrinsic or extrinsic motivation.

d) Psychological factors. These factors relate to gender differences, health and environmental condition.

Based on the description above, a specific and complete procedure in utilizing instructional multimedia in English learning can be conducted in several steps (Borg & Gall: 1983:775):

1. Product analysis. This step includes survey, observation or interviews to identify problems and demands in English learning. The data can be used to determine an appropriate solution for those problems.
2. Product development. This step includes; a) determining material, method and media; b) collecting the multimedia aspects such as text, images, audio, video or animation; c) designing a flowchart and storyboard to visualize the product.
3. Field testing and product revision. This step includes; a) conducting field test to gain students’ impression about product and b) revise the product based on students’ comments or suggestions.
4. Determining final product. In this step, an instructional product is revised to get final media. The revision is not only based on students’ suggestion but also based on media or content experts’ suggestion.
5. Product utilization. After developing a final product, the product is ready to be used in learning process in the class. To maximize the results of learning, it is suggested to give pre-test and post-test to the students. These tests are used to analyze the impact of using instructional multimedia. This data is important as a part of media evaluation.

The Application of Instructional Multimedia Utilization in English Learning

In this paper, the application of instructional multimedia utilization in English learning focuses on developing CD (Compact Disk) product for Reading Courses in STAIN (State Islamic Institute) Samarinda. It is based on a research, conducted in March 2012. The development of multimedia product included several steps as follows:

1. **Product Analysis**

   This step was data collecting through survey, observation and interview, to identify the problems in English learning. The result showed that the implementation of English language learning in STAIN Samarinda was not effective. One of the factors was limited media in learning process. The resource in learning process was only book or module, written by faculty members in STAIN. As the impact of limited learning resource, students were not active and less interested in learning English. This fact was shown based on small-scale survey, conducted in April 2010. The survey showed that 90% of students preferred learning Arabic than learning English. In fact, STAIN has a good potential to improve the quality of English language learning because STAIN has infrastructure, facilities and media. In terms of media, STAIN has several media to support English language learning, such as computer laboratory, language...
Moreover, this food addict consumes her brain and becomes a spell saying that love will come to her when she is thin.

I lie there and spin out an elaborate fantasy about what I would wear if I were thin. I would have my hair cut into a super trendy shaggy style, and perhaps, if I dared, would have a few blonde highlights, just at the front.

Even first thing in the morning I will look gorgeous. With no make-up and tousled hair, I imagine meeting Mr. Perfect, and curling up in an armchair with my long, glowing legs, my bony knees, and naturally he will be head over heels in love with me.

Seeing this quotation from the novel, it can be seen that the ultimate goal of Jemima is trying to be thin to win Mr. Perfect's heart. She always thinks that to be thin is the solver for her. Then, she learns how to deal with her life that is not always perfect. Even though she is successful to be thin, she cannot denied that it cannot answer what she expects about life. And to make it short, Mr. Perfect that she always dreams of is not someone who is like a model that she always sees on every magazine she is collected but someone who can accept her for whatever she is and someone who can support her all the way she has to be through. This story shows how the development of a love relationship between Jemima and several men that she has met becomes the main part in developing the action of the story. It is not too different from The Devil Wears Prada (2003) by Lauren Weisberger. In this novel, the main character, Andrea Sach, also experiences love relationship development. Before she gets the job in Runway, she has a very good relationship with her boyfriend named Alex. However, it is the job which makes her be a part with her boyfriend. Besides, another character named Christian Collinsworth causes her relationship worse. His present causes Andrea get more problems related to her relationship. This shows how her love relationship develops. Finally, in summary, these stories match with the second characteristic of the formula which is the organizing action is the development of a love relationship, usually between a man and a woman.

The third characteristic is love triumphant and permanent overcomes all obstacles and difficulties (Cawelty, 1977:41-42). In Jemima Jones, having Ben becomes Jemima strength to get many things that once she does not dare to achieve. As it is mentioned before the thought that thin becomes the only way for
1. it stars a female
2. its organizing action is the development of a love relationship, usually between a man and a woman
3. the love in the story is capable to overcome all obstacles and difficulties
4. and the career girl, the heroin of the story, rejects love in favor of wealth or fame

**DISCUSSION**

As it is explained before, there are four characteristics of romance formula. Those are it stars a female; its organizing action is the development of a love relationship, usually between a man and a woman; the love in the story is capable to overcome all obstacles and difficulties; and the career girl, the heroin of the story, rejects love in favor of wealth or fame. To begin with, the first characteristic is it stars a female (Cawelty, 1977:41). In *Devil Wears Prada*, the star is Andrea Sachs. Andrea Sachs is a small-town girl fresh out of college. She gets a job which is wanted by million girls as “*a millions girls would die for.*” She works as Miranda Priestly’s assistant, and because Miranda is a successful editor of Runway magazine, it can be imagined how hard her works can be. Meanwhile in *Jemima Jones*, the star is Jemima Jones. She is overweight about one hundred pounds overweight. She is also treated like a maid by her thin and social-climbing roommates, and lorded over by the beautiful Geraldine. Therefore, Jemima finds that her only consolation is food. Finally, seeing those stars, the first characteristics of romance is fulfilled by these chick-lit as Andrea Sach and Jemima Jones are the female stars on those chick-lit.

After talking about the first characteristics which is it stars a female, the second characteristic is its organizing action is the development of a love relationship, usually between a man and a woman (Cawelty, 1977:41). In *Jemima Jones*, love seems to be the main problem. It happens as Jemima is a fat girl. She struggles to be thin as she is addicted on food. She wants to be thin as she thinks if she is thin, she is capable to get love she wants. 

*God, I wish I were thin. I wish I were thin, gorgeous, and could get any man I want. You probably think I’m crazy, I mean here I am, sitting at work on my own with a massive double-decker club sandwich in front of me, but I’m allowed to dream aren’t I?* This is part of the novel which says that Jemima gets problem of love as she is not thin. That is why, the rest of the novel talks about how Jemima conquers her food addict to win the love she always wants.
At the end of this story, Jemima Jones is no longer obsessed to be thin. She is twelve. She thinks that it is the best for her. She also believes that her dream about Mr. Right is not only dream anymore. The Mr. Right is with Jemima now, and he can accept Jemima as she is. It does not need to be the thin girl to be with Ben. That is why, this last statement changes Jemima and sets Jemima free to be what she always wants to be.

ROMANCE FORMULA

Formula, according Cawelty (1977:5) is a structure of narrative or dramatic conventions employed in a great number of individual works. The reason why those works employ formula is because the purpose of the works is helping the readers to enjoy and to escape. To enjoy is about the way given by the author to make the readers feel better after they read the works as the life is so hard. Readers need a mean to help them to be happy, and the mean is the formula. While, to escape is about feeling free from the real life in a few moment. As life is so hard, the readers want to avoid it by reading the works. When they read, they feel that the world is on their hands. They can posses the world and do what they want on it. That is why, it cannot be denied that formula has a very important role in influencing the readers.

To achieve the purpose of the works, the formula creates its own world which we become familiar by repetition (Cawelty, 1977:10). This repetition, finally, divides the formula into five, namely, Adventure, Romance, Mystery, Melodrama, and Alien Beings or States. Adventure is about the hero-individual or group-overcoming obstacles and dangers and accomplishing some important and moral mission. While romance is about the feminine which is equivalent with the adventure stories. Mystery is about the investigation and discovery of hidden secret which leads to some benefit for the character(s) with whom the reader identifies. Melodrama is about designating a certain kind of literary structure. And the last is Alien Beings or States which is about stories dealing with alien beings and states.

Based on the definition mentioned, it can be seen that chik-lit is close to romance since women enjoy romance more than adventure. By reading works with romance formula women can get enjoyment to escape from their real world. Besides, chic-lit employs four characteristics of romance formula. Those characteristics are:

As the result of resources collecting, the preliminary product was instructional CD for Reading course. The title is Topic and Main Idea. This product was developed by using software Macromedia flash 8 (Gay, 2001: 1) and Cool Edit Pro. The general characteristics of the product are as follows:

a. The method, used to present the material is tutorial method in computer program. This method includes the sequence of material presentation such as the basic concepts of topic and main idea in a reading passage, the examples of analyzing topic and main idea, exercises and tests. The material also presents some examples of paragraphs to help students analyze topic and main idea and provide feedback and tests based on students' answers.

b. This product has several aspects that make it easier for students to study Reading, for example; instructional instructions, containing standard competency, basic competency and indicators; learning materials; examples and exercise.

c. The product is interactive product CD. This product requires students to involve actively in the learning process.

d. The product can be used Products can be used for students' self-learning. Students can study individually without lecturers.

3. Expert Validation and Revision

To determine the quality of preliminary product, content and media expert analyzed the product and gave some revisions. The experts were English lecture and media expert in certain university. This step is necessary to validate the product in terms of English content, such as grammatical error, accuracy and references; and media visualization, such as images and audio.

Based on the result, the preliminary product was categorized as a good multimedia for English learning. This result was gained from five-scale questionnaire. In English content, the score of the product was 3,95 (good) and in media aspect, the score was 4,72 (very good).

4. Field Testing and Revision

After the validation process, the product should be tested among students as the users of the product. Field test aims to gain students' opinion about product. The procedure of the test was conducting learning process by using CD product and
asking students to fill the questionnaire as a part of revision process. There are three steps of field testing; individual test, small group test and large group test. Individual test involves 3 students who studied by using CD product and gave their comments through the questionnaires. Small group test involves 10 students who also studied by using CD product and gave their opinion. Large group test involves 20 students who used similar CD to study reading comprehension about Topic and Main idea. The results showed that the quality of CD product was good. By using five-scale questionnaire, it was found that the score was 4.02 for individual test, 3.6 for small group test and 3.81 for large group test.

5. Final Product Revision

After conducting field test, the final product was revised based on experts' suggestion and students' opinion. The revision includes all aspects, such as English content, images, audio and text. The final product was ready to be used in the real learning process in the class. Several examples of CD product are as follows:

However, she keeps thinking that it will all be worthwhile when she gets a job at The New Yorker. Moreover, since Andrea is so busy, she only has a few time to be spent with Alex and Lily (her best friend), who is increasingly turning to alcohol and picking up dubious men in order to relieve the pressures of graduate school. Her relationship with her family also begins to suffer. Her parents complain she is not making time to visit her older sister, who is expecting her first child. In the end, Andrea finally realizes that her family and friends are more important than her job as she realizes that she is becoming more and more like Miranda.

Jemima Jones

Jemima is an editor at the Kilburn Herald. She is a very fat girl, and she is 109 kg. However, she keeps eating. This happens because she feels isolated in her own place to work as everybody in her work place treats her like a maid. What make her hang on is Ben Williams. Jemima loves Ben, but she knows well that it is impossible to win his heart. Ben is so handsome and popular. For Jemima, it is like waiting for “Godot” as Jemima is sure that her appearance drives her away from Mr. Right, Ben.

Jemima life starts to change when she meets Brad through internet. Brad is a sexy man from Los Angeles. He insists to meet Jemima. This is a problem since Jemima sends Brad her re-touch picture. On the picture, Jemima is a thin woman. As Brad asks Jemima again and again to come to Los Angeles, Jemima starts to figure out the way out. That is why Jemima tries hard to be as what Brad sees on the picture. She starts to go to the gym and eats healthy food. She is so obsessed to be thin. Finally, she is ten as before she was sixteen. And this size, ten, gives Jemima courage to go to Los Angeles to meet Brad.

Finally, after having a perfect body, Jemima visits Brad in LA. The plan is she is going to stay in LA for two weeks, but these two weeks become three months. This indicates that the relationship between Jemima and Brad work smoothly. However, unintentionally, Jemima reveals Brad secret. And this revelation, later on, destroys Jemima and Brad relationship. Therefore, because of Brad, Jemima is so devastated. Lucky for her, she meets her best friend, Ben, accidently in LA. Ben is the only cure Jemima can think of. In LA, Jemima sees Ben several times, and knows that her heart still belongs to Ben. Finally, Jemima realizes that it is Ben, the one, who will heal Jemima broken-hearted.
The Devil Wears Prada

The Devil Wears Prada (2003) is a best-selling novel by Lauren Weisberger. The story mainly talks about a young woman who freshly graduated from college. She is hired as a personal assistant to a powerful fashion magazine editor. Her job becomes her enemy as she struggles to keep up with her boss's demanding orders and requests. Moreover, it was greatly successful novel since it was six months on the New York Times bestseller list. Therefore, it is not a surprise when the movie (2006) played by Meryl Streep, Anne Hathaway, and Emily Blunt is also successful.

The novel begins with its main character, Andrea Sachs, stuck in midtown Manhattan traffic, trying to remember how to use a manual transmission. She has picked up the Porsche that belongs to her boss, Runway magazine editor Miranda Priestly, from a shop and must return it to Miranda's apartment in time for Miranda's family is going to go out to the Hamptons for the weekend. While she is attempting to do this, Miranda calls on her cell phone and screams her for not doing her job properly. She also tells her to pick up her pet French bulldog from the veterinarian's office. Trying to do all of the orders, Andrea ruins some of the expensive designer clothing she is wearing. She also wishes Miranda would die. But if that did happen, she reminds herself, she would lose the pleasure of killing Miranda herself.

The next chapter is about how Andrea got the job. She is hired as Miranda's junior assistant. Miranda is a classic "boss from hell." This is because Miranda rarely gives enough information or time to do her demands. Moreover, she routinely accuses Andrea when she is failed doing Miranda's orders. Miranda makes Andrea do whatever Miranda wants. Furthermore, Miranda thinks it is fine to order Andrea to get Starbucks coffee or a steak lunch from Smith and Wollensky. Also, it is fine, according to Miranda, not to drink or to eat what she has ordered as the meal and the drink have gotten too cold for her.

Finally, Andrea fits in Runway. Moreover, she meets Christian Collinsworth, a Yale graduate who has been identified as the hot up-and-coming writer of his and her generation. They become attracted to each other, complicating her relationship with Alex (Andrea's boyfriend). Her job begins to affect Andrea health; she starts to lose weight because she cannot make herself eat. Besides, Andrea begins to doubt the true value of her job, as it is, primarily, encouraging the woman who makes teenagers all over America hate themselves (for being fat).
6. Product Utilization

The instructional CD product was used in Reading course, involving 30 students in a class. In this process, lecturer did not deliver the materials but students studied the materials by themselves. Since the method focused on individual learning, the course used specific lesson plan that also orientated to individual learning and the utilization of instructional multimedia in English learning. The example of lesson plan was as follows:

Lesson Plan
Course : Reading II
Credit : 2
Content : Topic and Main
Competency Standard : Student can understand paragraph by analyzing topic and main idea

1. Basic Competency, indicators and learning objectives
   a. Competency Standard: Student can understand a paragraph by analyzing topic and main idea.
   b. Basic Competency: Students can analyze topic and main idea in a paragraph.
   c. Indicator:
      a. Students can understand the definition of topic and main idea (C2).
      b. Students can understand the differences between topic and main idea (C2).
      c. Students can understand three kinds of main idea (C2).
      d. Students can apply the strategies to identify topic and main idea in a paragraph (C3).
      e. Students can analyze topic and main idea in a paragraph (C4).
   d. Learning Objectives: Student can analyze topic and main idea in paragraphs

2. Content/ Material:
   a. The definition of topic and main idea.

   Topic is the word or phrase that best describes what all of the sentences in the paragraph are about. Words relating to the topic are usually repeated several times in a paragraph. Looking for these words can help you focus on the topic.

   Culture lets women state what they feel, so when they are sad, they will cry; when they are happy, they will laugh. That is why, the way in expressing women feeling becomes a very interesting thing to be discussed further. Besides, this way to express the feeling makes them need someone or something, for example, when women feel sad, they tend to seek friends to share. Furthermore, these friends can be in the form of food such as chocolates, dolls such as teddy bear or books such as chick-lits. Based on this, it cannot be denied that chick-lit comes as the answers of women's need as the books which women need have to embrace women and treat women as their own best friend.

   Chick-lit is a genre of fiction within women's fiction written for females which generally deals with the issues of modern women humorously and lightheartedly (http://www.goodreads.com/genres/chick-lit). From this definition, it can be seen that the setting of chick-lit is in the modern era. It is chosen as living in the modern world, especially for women, causes women deal with obstacles which are far different from the previous era. For example, in the modern era, women have freedom to decide when they get married. This is different from previous era as married is a kind of obligation for women. However, they face many other obstacles such as dealing with the work they have, or dealing with their own selves. Chick lit is told in a more confiding, personal tone, so it is like having a best friend tell you about her life or watching various characters go through things that you have gone through yourself, or witnessed others going through (http://chicklitbooks.com/what-is-chick-lit/). Therefore, the definition of chick-lit proves chick-lit as women's best friend which also emphasizes one more time that this genre is for women. The tone and the way chick-lit involves women are the strength to influence women to face their world. Finally, it is undeniable that chick-lit is produced to fulfill women need especially their emotional need to deal with the life they live in.

   Based on the explanation above about chick lit, it is motivating to see deeper the way on how this chic-lit affect their readers who are almost all women. There are many things of chick-lit which affect the readers. Moreover, to make this writing more focus, the writer is going to relate the way how chick-lit affect women through its formula. Besides, in this paper there will be only two chick-lits discussed. Those are *Devil Wears Prada* by Lauren Weisberger and *Jemima Jones* by Jane Green.
TUJUAN DAN KONSENTRASI

Menyiapkan mahasiswa sebagai ahli madya dengan kemampuan Bahasa Inggris yang dapat diaplikasikan dalam 3 bidang konsentrasi pekerjaan, yaitu:

- Bisnis
- Pariwisata
- Pengajaran Bahasa Inggris

PROGRAM UNGGULAN

- PPL Langsung di Australia
  Kesempatan buat mahasiswa yang berprestasi untuk melakukan Program Pengalaman Lapangan di Mornington Peninsula Australia.

- Short Courses
  Memberikan skill tambahan pada mahasiswa dengan kegiatan short courses, ticketing, guiding, export-import dan job hunting.

- What’s On Radio
  Program pembelajaran Bahasa Inggris melalui Radio UNISI, dengan memberi kesempatan bagi mahasiswa untuk menjadi radio announcer dalam Bahasa Inggris

Meanwhile, main idea is the idea that the writer wants to express about the topic. Based on the definition, it can be concluded that topic is different from main idea:

1. Topic is more general than main idea;

b. The classification of main idea:
   1. Stated main idea at the beginning of the paragraph.
      Stated main idea at the beginning of the paragraph is the idea that is stated or written at the beginning of the paragraph. Pay attention to the first sentence of the paragraph or some sentences in the middle of the paragraph to identify the main idea (Flamming: 1999: 1).
   2. Stated main idea at the end of the paragraph.
      Stated main idea at the end of the paragraph is the idea that is stated or written at the last part of the paragraph. Pay attention to the last sentence of the paragraph. It usually states as a conclusion or summary from previous information that is described in the paragraph (Flamming: 1999: 1).
   3. Unstated main idea.
      Unstated main idea is the idea that is not stated or written on the text. The writer’s idea may be expressed in several sentences in the paragraph. In this case, reader must combine ideas from several sentences to infer the complete main idea (Mikulecky & Jeffries: 2007: 110).

c. Strategies in finding topic in a paragraph:
   1. Focus on general theme or idea.
   2. Pay attention to the words that are repeated several times.

d. Strategies in finding main idea in a paragraph:
   1. Define the general topic.
   2. Pay attention to the beginning, the middle or the last part of a paragraph.
   3. Pay attention to idea that is repeated in different sentences (e.g. synonym).
   4. For unstated main idea, pay attention to one or more sentences and combine ideas from several sentences to conclude the main idea. (Mikulecky & Jeffries: 2007: 105, Academic Support Guides-Cuesta College: 2003:1, Flamming: 1999: 1).
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GUIDE FOR CONTRIBUTORS

1. Articles and Abstract must be written in English
2. Abstract is written not more than 259 words together with 3-5 keywords which overview the whole content of the article.
3. Article are directly sent to the Secretariat in print-out form and in a floppy disc or through email address: JEE (irma.andretti@gmail.com)
4. Articles should be between 15-20 pages in length, including tables and pictures, but not including bibliography.
5. Articles must be original and comprises the exploration of ideas. The results of master's and doctorate's researches are more preferred.
6. Presentation of writing is respectively arranged as follows:
   a. Name of writer, without academic titles (mentioning the advisors when it is a master's or doctorate's accomplishment)
   b. Abstract
   c. Keywords
   d. Body of writing: (1) introduction comprising the problematic issues and literate review, (2) method of study, (3) result and analysis, (4) conclusion, (5) bibliography.
   e. Footnote of the first page explains several information such as: (1) writer: his/her institution, or other information which necessarily informs the background of the writer, and (2) article: the result of master's and doctorate's researches.
7. Title should be very informative and succinct. When the title is long, it should be divided into main title and subtitle 2.
8. Tables and pictures must have number and clear information. They are attached close to the analysis, except intentionally attached in appendixes of the article (enclosed after bibliography.
9. Colored pictures can only be attached in the journal as black and white.
10. Citation of sources should systematically mention the name-year-page, for example: Smith says,” ……………………… (8: 45)
   The 1960s gave a ………………… (Noel 2004: 56)
   The result of the research made …….. (Smith 1998, Noel 2004)
   According to Strauss and Cohart (1950) the science that ………….
11. Footnotes are applied when necessary to mention additional information which is assumed to distract the exploration of ideas mentioned within the analysis.
12. Contributors whose article are published will receive 2 (two) exemplar of the journal.
13. Price per journal is Rp. 20.000 (US $25 for overseas) and can be paid through the following account: Tabungan Siaga BUKOPIN a.n. Nizamuddin Sadiq. Account Number: 1004200050
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was not only a military one, it was followed in course of time by conversion to Islam on a large scale (Quoted from: Muhibbin Syah. Islamic English. 2005:18).

**Main idea:** The conquest of Muslim empire

**Explanation:** This is an unstated main idea. There are two ideas; 1) Muslim empire and 2) conquest. Muslim empire fought to expand their power. (expand the power = conquest). The main idea is the combination of who (people who do something) and what (thing that people do).

3. **Learning Strategy:**
   a. Model : Self-learning
   b. Method : Tutorial
   c. References :
      1) CD Product
      2) Article: Identifying topics, main ideas, and supporting details dari Academic Support Guides from Cuesta College (Academic Support Guides, 2003:3).
      3) Article: Tips for increasing reading comprehension for college students dari Ernest Capraro (Capraro, 2007:1).
      4) Article: What is reading dari English Club Team (English Club Team, 1997).
      5) Article: Main idea dari Laraine Flamment (Flamment, 1999:1).
      7) Reading Text: Health Benefit of Fasting dari Rhalmi Mohammed (Mohammed, 2009:1).
      9) Article: Ten Tips for Identifying Main Ideas dari Speccis College (Speccis College, 2011:1).
      10) Computer Set

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**Writers Biography**

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REFERENCES

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d. Evaluation: Exercise, test, pretest and posttest
The example of pre-test and post test is as follows:

**Paragraph 1**
Our national history shows that nonformal education such as Islamic boarding schools (pesantren) and missionaries of other religions have been much more successful in preparing community leaders and propagating religion. The nation is indeed indebted to volunteers, teachers, propagators, informal leaders and social workers at religious institutions and non-governmental organizations whose devotion, dedication and commitment have been taken for granted by the government. *(Quoted from: Syah, Muhibiddin. Islamic English, 2005: 89)*

1. What kind of main idea that is used in this paragraph?
   a. Stated main idea at the beginning of the paragraph.
   b. Stated main idea at the end of the paragraph.
   c. Unstated main idea.

**Paragraph 2**
The absolute singleness of God leads Islam to denounce every form of idolatry. Although Muslim believes in Angels, but Angels only consider as the messengers of God, especially God’s final message to mankind. Gabriel delivered the words of the Qur’an to Muhammad but it doesn’t mean that Muhammad believes in Angels. Muhammad still spoke by the spirit of God as the absolute power *(Quoted from: Muhibbin Syah. Islamic English. 2005:199)*.

2. Where in the paragraph does the author describe the topic?
   a. Line 1-2
   b. Line 2-3
   c. Line 3-4

**Paragraph 3**
In the seventh and the eight centuries, armies fought in the name of the Muslim empire. It expanded their power into the hearth of Christian world. They occupied the provinces of Byzantine Empire in Syria, the Holy Land and Egypt, and spread westwards into North Africa, Spain and Sicily. The conquest was not only a military one, it was followed in course of time by conversion to
Islam on a large scale (Quoted from: Muhibbin Syah. Islamic English. 2005:18).

3. What is the topic of the paragraph?
   a. The conquest of Muslim empire
   b. Muslim empire
   c. Muslim army

Paragraph 4

Zakat is one of the principles in Islam. The word 'zakat' means both 'purification' and 'growth'. In zakat, our possessions are purified by setting aside a portion for those in need and this cutting back balances and encourages new growth. Sharing our possession to others can help us to commit that everything belongs to God (Quoted from: Azhar Arsyad. Step by Step Readings in English for IAIN Students. 2006: 111).

4. What is the main idea of the paragraph?
   a. One of the most important principles of Islam is that everything belongs to God
   b. The word 'zakat' means both 'purification' and 'growth'
   c. Zakat is one of the principles in Islam

Based on the result of pre-test and post-test, the utilization of CD product could improve students' achievement. The students' score average increased from 53.7 to 74.7. The implication of this result shows that instructional multimedia is a good media for English learning.

5. Instructional procedures:

A. Preliminary Process
   1. Greetings
   2. Giving multiple choice tests to the students as a pre-test to determine their preliminary knowledge about the material (topic and main idea).
   3. After the test, lecture explained learning objectives and learning procedure (e.g. self-learning by using CD product).

B. Main Process (approximately 60 minutes)

"Hush," Nancy said; "hush, Mr Jason."
"Nancy called Jason 'Mister' aguh" (Faulkner, 1950: 301)

Nancy acted as if there was Mr. Compson among them. The first name of Mr. Compson was the same with Jason. Therefore, the children considered it as a funny thing when they thought that Jason was called “Mister”. The truth was Nancy pretended that there was a white man among them with an assumption that Jesus would not be brave to attack them. The constant fear occupied Nancy so bad which made her talk so loud to prove that Mr. Compson was with them. From that dialogue, it was clear how Nancy's fear was serious while the children, as soon as they found the new thing to care about, they forgot their fear about darkness.

CONCLUSIONS

Nancy's case reveals that the racial prejudices that happen in colonial society can lead one of its members into a trauma. As a representative of a marginalized member of society due to her skin color, Nancy receives inappropriate treatments from her surroundings. Her pregnancy with a white man makes her have to endure harsh behaviors from her husband, Jesus. Regarding his harshness, Jesus makes Nancy as an object of his anger and disappointment because he thinks that his life is miserably fooled by Whites. Jesus feels incapable of fighting back what the Whites have done to her. It results in Nancy's fear of him which gradually transforms into an acute trauma. Her consciousness fades as she starts to hallucinate Jesus' presence who wants to kill her. The accumulation of her fear is also encouraged by the apathetic responds of her surroundings, which mostly consist of Whites, over her crippling fear.

Faulkner's technique to contrast the fear experienced by Blacks and Whites in “That Evening Sun” is effective to show that Blacks receive more serious and acute level of fear compared to that of Whites. Faulkner also shows how Whites deal with the fear of Blacks. Whites tend to ignore and prevent themselves to involve in the problem faced by Blacks.
group whose rights were profoundly disrespected. The collapse of values, principles, and norms, either in the relationship between human or the religion conduct was the characteristics of society with racial prejudices.

The third party who also experienced fear was the children. Caddy was the bravest among them. Jason was considered as the coward because he was the youngest. Quentin took a neutral position as the eldest. Same with Nancy, they were also afraid of the darkness. They were suspecting that the ditch on the night was the most dangerous place for there could be anything that emerged at anytime. They teased each other about who was the most afraid among them. It was playful interaction because everybody knows that there was nothing within the ditch except honeysuckle. Faulkner used the naïve children who playfully teased each other about who was the most afraid of the darkness to contrast to the real fear of Nancy over her husband, Jesus. In other words, the comparison was also used to point out how the fear that was felt by Blacks was more real and petrifying compared to the fear experienced by the Whites.

In some parts of the story, Faulkner made the children and Nancy experiences fear at the same time.

"I'm not afraid to go," Caddy said. "Jason is the one that's afraid. He'll tell."
"I'm not," Jason said.
"Yes, you are," Caddy said. "You'll tell."
"I won't tell," Jason said. "I'm not afraid." (Faulkner, 1950: 301)

They all walked together to accompany Nancy going back to her house. Caddy and Jason started to tease each other as soon as they entered the darkness. The playful teasing between the children caused no fearful impression to the readers. Instead, it sounded funny and naïve. It was quite contrasting with the fear experienced by Nancy.

"What are you talking so loud for, Nancy?" Caddy said.
"Who; me?" Nancy said. "Listen at Quentin and Caddy and Jason saying I'm talking loud."
"You talk like there was five of us here," Caddy said. "You talk like father was here too."
"Who; me talking loud, Mr Jason?" Nancy said.
"Nancy called Jason 'Mister'," Caddy said.
"Listen how Caddy and Quentin and Jason talk," Nancy said. 
"We're not talking loud," Caddy said. "You're the one that's talking like father."

1. Giving the CDs product to students.
2. Students conducted learning process by using CD product. They studied the material by using computer individually.
3. Lecturer helped students in technical problems.

C. Closing (approximately 20 minutes)
1. Open discussion to clarify the understanding of all the materials.
2. Lecture concluded all materials by highlighting some important concepts.
3. Giving similar multiple choice tests to the students as a post-test to determine their knowledge after using the product.

CONCLUSION
Technology can be used as one of the instructional components in English learning. One of the popular technologies is instructional multimedia because multimedia can present material in several aspects such as text, images, audio, video and animation. Instructional multimedia can be developed in CD product by using computer software such as Macromedia Flash 8. The general characters of CD product are:
1. CD product uses tutorial method in delivering the lesson. The material is presented in specific sequence from instruction, basic concept, example and test.
2. CD product is used for individual learning. Lecturers or educators do not...