

**DEVELOPING MULTIMEDIA FOR FUNCTIONAL GRAMMAR COURSE
AT UNIVERSITAS NEGERI PADANG**

THESIS



By

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ABSTRAK

Melia Nesti Ayu. 2020. Pengembangan Multimedia pada kelas Functional Grammar di Universitas Negeri Padang. Thesis. Pascasarjana, Universitas Negeri Padang.

Penggunaan multimedia tidak bisa dipisahkan dari keberhasilan proses belajar mengajar. Dengan menggunakan multimedia, guru dapat menekankan poin-poin pada bahan ajar, sementara pada saat yang sama mendapatkan minat siswa dalam pelajaran. Faktanya, penggunaan multimedia pada kelas Functional Grammar masih terbatas. Penelitian ini bertujuan mengembangkan multimedia untuk kelas Functional Grammar di Universitas Negeri Padang. Penelitian ini diklasifikasikan sebagai Penelitian dan Pengembangan (RnD). Subjek penelitian adalah mahasiswa Jurusan Bahasa Inggris yang telah mengikuti kelas Functional Grammar di Universitas Negeri Padang. Sampel penelitian dipilih dengan menggunakan cluster sampling, dan kelas Pendidikan 3 adalah sampel. Data dikumpulkan dengan menggunakan kuesioner dan rubrik. Berdasarkan temuan analisis kebutuhan, menunjukkan bahwa (1) siswa sangat setuju bahwa penggunaan multimedia sangat diperlukan dalam proses belajar-mengajar. (2) Bentuk-bentuk multimedia yang dibutuhkan oleh siswa adalah teks, presentasi, audio, dan video. Multimedia tersebut kemudian dikembangkan dengan menggunakan aplikasi exeLearning. Multimedia yang dikembangkan divalidasi oleh para ahli. (3) Validitas produk dikategorikan sebagai valid. (4) Sedangkan berdasarkan persepsi siswa, multimedia yang dikembangkan dikategorikan sebagai praktis. Dapat disimpulkan bahwa produk tersebut dapat digunakan dalam proses belajar mengajar di Kelas *Functional Grammar*.

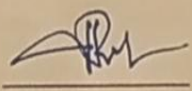
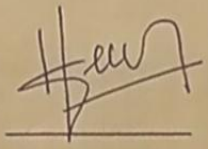
ABSTRACT

Melia Nesti Ayu. 2020. Developing Multimedia for Functional Grammar Course at Universitas Negeri Padang. Thesis. Graduate Program of Universitas Negeri Padang.

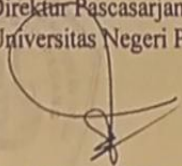
The use of multimedia cannot be separated from the success of teaching and learning. By using multimedia, teachers can emphasize their points of the material while at the same time gaining the students' interest to the lesson. In fact, the multimedia used were still limited in Functional Grammar Course. This research aimed at developing multimedia for Functional Grammar Course at Universitas Negeri Padang. The research was classified as Research and Development (RnD). The subject of the study was the English Department students who have attended Functional Grammar Course at Universitas Negeri Padang. The sample of the study was selected by using cluster sampling, and Educational 3 class was the sample. The data were collected by using questionnaire and rubric. Based on the findings of needs analysis, it showed that (1) the students strongly agreed that the use of multimedia is needed in teaching-learning process. (2) The forms of multimedia needed by students were text, presentation, audio, and video. The multimedia was developed by using eLearning XHTML editor (eXe) application. The developed multimedia was validated by experts. (3) The validity of the product was categorized as valid. (4) Besides, the feasibility of the product was practical, it was based on the students' perception toward the product. It can be concluded that the product can be used in teaching and learning at Functional Grammar Course.

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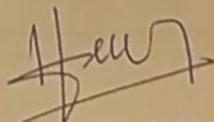
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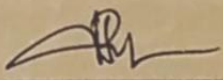
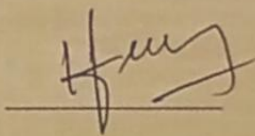
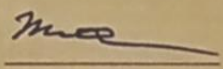
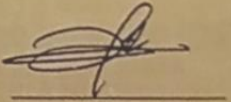
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Saya yang Menyatakan



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CHAPTER I

INTRODUCTION

A. Background of the Problem

The success of teaching and learning cannot be separated from the media. It has an important role in supporting teachers to reach the teaching-learning goals. As supported by Brinton (2001: 459), no matter what approach is used in the classroom, it is agreed that media can improve the language teaching. By using media, teachers can emphasize their points of the material while at the same time gain the students' interest to the lesson.

In teaching English as a foreign language which the students get minimal exposure to the language outside the classroom, the media is really useful. Media can provide students with the language exposure they need since media help teachers inspire students by bringing a piece of real life into the classroom and by performing language in its more complete communicative context. In addition, media can also provide a mass information and cultural richness input which is not available in the classroom. One of the most fundamental advantages of using media in the classroom is it can lend authenticity to the classroom circumstances, reinforce for students the direct connection between the language classroom and the outside world (Brinton, 2001: 461).

Lecturers use many kinds of media in their teaching, it can be mechanical; or non mechanical. Everything can be almost used as a media in education. The media itself can be found as pictures, cards, video, realia, puppets, newspaper,

brochures, puppets, and online instruction over the internet, etc. By presenting the material by using several media, students may be more active in the class. Besides, they may be more motivated to learn.

Multimedia can also be defined as the combination of different content forms. They include a combination of text, audio, images, animation, video, or interactivity content forms. They are usually recorded and played, displayed, or accessed by information content processing devices, such as computerized and electronic devices, but it can also be a part of a live performance.

Students learn best by seeing the value and importance of the information presented in the classroom. In order to achieve the ultimate goal of student learning it is important to use a combination of teaching methods and to make the classroom environment as stimulating and interactive as possible. Therefore, proper combination of multimedia and teaching methodology is appropriate to attract students' attention towards English language learning.

Researches on multimedia have been conducted by a number of researchers, such as Afandi (2019), Wulanda (2019), and Rahmi (2019). Their researches also focused on the developing multimedia. However, their studies were limited to multimedia for Computer Science Technology subject, Social Sciences subject, and Biology subject. In fact, none of them conducted research on multimedia for Functional Grammar Course.

In Functional Grammar class, students not only have to understand the concepts of Functional Grammar, but also have to be able to analyze the text. In order to help the students understand the concept and its application, it was

needed the multimedia. The use of multimedia did not run well as expected in Functional Grammar class. It was supported by the preliminary research conducted by the researcher. The preliminary research has been conducted on Monday, August 31th 2015 in state University of Padang by interviewing some students which have taken Functional Grammar Class and the students who were attending the class.

Based on the preliminary research, it could be found that the use of multimedia in Functional Grammar class was still limited. The students said that the lecturer presented the materials by using presentation format through the Microsoft PowerPoint software. The slide show presentation only consisted of the text about the material which was in black and white form. The use of colors, graphics, and other objects, such as audio and video were neglected by lecturers. Besides, they did not use design theme effects or any slide transitions. In short, their slide presentation was very simple.

Furthermore, multimedia used in functional grammar class was not appropriate yet. In functional grammar class, the material should be presented in diagram form or in table form in order to make student easier to understand the material. In fact, lecturers just presented the material in a text form. Besides, the multimedia that made by lecturers did not covers various learning activities for the students. The multimedia made by lecturers was only made for presenting the materials. It did not include the activities for the students. They just did the exercises which were included in their textbook. Besides, the students did not have the tool for studying independently outside the classroom. The lecturers only

made the multimedia for teaching. They did not provide the students with another multimedia as a tool for studying outside the classroom. As a result, the students did not have many activities which measure their comprehension about the materials. As it is known that in functional grammar class students are not only taught about the theory, but also its application in analyzing the text or sentences. Therefore, they need many kind activities in order to know whether they understand the lesson or not.

The limited use of multimedia in learning might happen because multimedia that has been made by the lecturers might be not based on the students' needs. Lecturers did not know the students needs of multimedia in studying functional grammar class. As a result, they did not know which multimedia that was appropriate for their students in functional grammar course.

Based on this condition, it could be concluded that it is important to conduct a research and development in order to help lecturers in developing multimedia and to help the students studying independently outside the class. Furthermore, there are many applications or software which can be used to develop multimedia in the research. Some researchers have developed multimedia by using different applications. Sisca (2019) used Photoshop application to develop the cartoon, it means the form of media developed was picture. On the other hand, Wulanda (2019) used Macromedia Director MX, it was used to develop multimedia in audio and video forms. Both of them have different applications to develop the multimedia. Besides, the multimedia which they combined has different forms. In contrast, Afandi (2019) used PowerPoint application to develop the multimedia.

Similarly, Rahmi (2019) also developed multimedia by using PowerPoint application. Both Rahmi (2019) and Afandi (2019) developed multimedia in a form of text and animation, but they chose different subjects. Afandi (2019) developed multimedia for Information and Communication Technology subject. Meanwhile, Rahmi (2019) chose Biology to be the subject of the research. In conclusion, the combination of some forms of multimedia was still limited. This study tried to combine some multimedia forms such as text, presentation, audio, and animation by using E-learning XHTML Editor (eXelearning) application.

Referring to previous researches related to multimedia for teaching and learning, it can be concluded that multimedia take an important role in teaching and learning. Besides, there was no one conducting research about the research and development on multimedia by using eLearning XHTML editor (eXe) for Functional Grammar Class. Thus, it seems that it was necessary to conduct this research which was never researched before and it was different from the others whether it was about the focus of the research or the students being observed.

eLearning XHTML editor (eXe) was chosen because this software could help teachers and academics in the design, development and publishing of web-based learning and teaching materials. By using this software, lecturers could design and develop their multimedia. Besides, it helps lecturers in arranging and presenting the materials, because it facilitates a tool in designing various learning activities. Furthermore, the content can be exported as online – offline website. By using this software, lecturers and academics do not need a proficiency in

HTML or complicated web-publishing applications. As a result, it could help students learning independently.

Based on the explanation above, it could be concluded that it is important to conduct a research and development on multimedia. eLearning XHTML editor (eXe) was chosen as an application which can be used in designing multimedia. The research was conducted for Functional Grammar Course in State University of Padang.

B. Research Problem

Based on the background of the problems above, it can be identified that there were some problems related to multimedia in Functional Grammar Course. First, the use of multimedia in Functional Grammar class was still limited. Second, the multimedia used in Functional Grammar class was not appropriate. Then, the multimedia made by lecturers did not cover various learning activities for the students. Last, the multimedia made by the lecturers might be not based on the students' needs.

C. Limitation of The Problem

This research focused on the developing multimedia learning for Functional Grammar Course at State University of Padang. Nevertheless, it was limited to design and develop multimedia by using eLearning XHTML editor (eXe) in Functional Grammar Class.

D. Formulation of The Problem

The problem of this research was formulated into “What are the appropriate forms of multimedia for Functional Grammar Course at State University of Padang?”

E. Research Questions

Based on the limitation of the problem above, the following research questions were formulated as guidance in conducting this research:

1. What were the needs of English Department students in multimedia for Functional Grammar Course at State University of Padang?
2. What were the appropriate forms of multimedia for Functional Grammar Course at State University of Padang?
3. How was the validity the developed multimedia for Functional Grammar Course at State University of Padang?
4. How was the feasibility of the developed multimedia based on the students' perception?

F. Objectives of The Research

Considering research questions above, the purposes of the research could be generalized as follows:

1. To find out the needs of English Department students on multimedia in Functional Grammar Course at State University of Padang.
2. To find out the form of multimedia can be appropriate for Functional Grammar Course at State University of Padang.

3. To find out the validity of the developed multimedia for Functional Grammar Course at State University of Padang.
4. To find out the feasibility of the developed multimedia based on the students' perception?

G. Significance of The Research

The findings of this research were hopefully expected to give theoretical and practical contributions. Theoretically, this research was expected to enlarge the knowledge about learning multimedia. Besides, this research could also be the basic theories for further research.

The result of this research was also expected to have practical significances. Teachers and students were expected to use this product of the research in teaching and learning. Then, it was also expected that the practitioners were able to design their own product for further development in the future. Finally, this research findings were expected to give beneficial and useful information for the next research who wish to conduct further research concerning with the development of multimedia learning.

H. Specification of The Product

This research and development would produce a multimedia for Functional Grammar Course. The specification of the product would be as follow:

1. The multimedia product consisted of some multimedia elements which was appropriate with the content of Functional Grammar Class.
2. The multimedia was designed using software namely E-learning XHTML Editor (eXelearning).

3. The multimedia product covered various learning activities for Functional Grammar Class.

I. Definition of Key Terms

In order to avoid misunderstanding and misconception to the concept in this research, the terms were explained as follow:

1. **Developing** is designing a multimedia in teaching and learning for Functional Grammar Course.
2. **Multimedia** is the combination of interactive elements by using computer technology.
3. **Functional Grammar Course** is 2 credit hours subject which introduces the students to the theories of Functional Grammar and its application in analysing texts at English Department of State University of Padang.
4. **E-learning XHTML Editor (eXe)** is an authoring environment to assist teachers and academics in the design, development and publishing of web-based learning and teaching materials without the need to become proficient in HTML or complicated web-publishing applications.

CHAPTER V

CONCLUSION, IMPLICATION, AND SUGGESTION

A. Conclusion

Based on the result of data analysis and discussion, four conclusions had been made. The first one was students in Functional Grammar Course needed multimedia. Most of the students wanted multimedia in learning. Students needed various multimedia, not only one media, so they can understand the topics in Functional Grammar easily. The second conclusion was the developed multimedia was developed by considering the need analysis of the students. The multimedia consists of text, audio, video, and, presentation. The multimedia was combined by using exelearning application with six topics included. The third conclusion was the developed multimedia was categorized into valid. It was based on the result of validation rubric that has been completed by validators. The validators are expert in English education. The last conclusion was the students' perception about the feasibility of the developed multimedia was categorized into practical. The developed multimedia was feasible to the students. The developed multimedia have followed long and procedural steps until they could be applied in Functional Grammar class. Surely they were applicable and feasible to be used in Functional Grammar Course.

B. Implication

This research produced multimedia developed from students' needs for Functional Grammar course. For English lecturers, it can be a guide to develop more multimedia in other courses. Besides, the product can help lecturers in teaching, so that it can help students more understand the topic in Functional Grammar. For the institution where the research completed, such development research can be a kind of information to describe the students' needs, lacks, and wants. As a result, this research can be a way out to solve the problems. Besides, it can be a recommendation to improve teaching and learning process.

C. Suggestion

Based on the conclusions and implications, it is suggested to lecturers to apply the developed multimedia in learning process in Functional Grammar Course. Besides, in wider concept, the advantages of this research can be obtained by implementing this product. It means developed product of this research needs to be presented in scientific forum such as seminar, symposium, discussion or other scientific forum. By doing so, the developed product scientifically can be used by other English lecturers.

Since this research focuses only on developing multimedia for Functional Grammar Course, it is extensively suggested to other researchers to do next research on other courses. Besides, this research focuses on the validity of the product, and the practicality of the product based on the

students' perception, it is suggested that other lecturers do an experimental research to prove the effectiveness of the developed multimedia.

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