

**THE EFFECTS OF MULTIMEDIA-BASED MATERIALS ON THE  
STATE UNIVERSITY OF PADANG LEARNERS' MOTIVATION IN  
LISTENING 1 SUBJECT**

**THESIS**

*Submitted as a Partial Fulfillment of the Requirements to Obtain Strata one (S1) Degree*



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## ABSTRAK

**Norprahatini, Uly. 2011. "The Effect of Multimedia-based Materials on The State University of Padang Learners' Motivation in 'Listening 1' Subject". *Skripsi*. Jurusan Bahasa Inggris FBSS. UNP Padang.**

Penelitian ini dilakukan dengan tujuan untuk mengetahui pengaruh bahan ajar berbasis multimedia (*multimedia-based materials*) yang terdiri dari audio, video and CD interaktif, terhadap motivasi mahasiswa jurusan bahasa Inggris dalam mengikuti mata kuliah *Listening 1*. Penelitian ini menggunakan metode eksperimen dengan motivasi mahasiswa sebagai variabel terikat dan materi berbasis multimedia sebagai variabel bebas. Desain penelitian yang digunakan adalah desain penelitian deret waktu, pelaksanaan perlakuan terbagi menjadi tiga periode perlakuan dengan empat kali pengambilan data. Populasi dan sampel dari penelitian ini adalah mahasiswa program studi Pendidikan Bahasa Inggris Fakultas Bahasa dan Sastra Universitas Negeri Padang yang sedang mengambil mata kuliah *Listening 1* yang terdaftar sebagai mahasiswa tahun 2010. Instrumen yang dipakai dalam penelitian ini adalah angket (*affective test*) yang diberikan kepada mahasiswa sebanyak empat kali, jarak waktu pemberian dari masing-masing pengambilan data adalah dua minggu. Data dari penelitian ini berupa skor rata-rata yang diambil dari angket yang diubah kedalam bentuk persentase dan juga kedalam bentuk skala *Likert*. Berdasarkan hasil perhitungan statistik, ditemukan bahwa terdapat pengaruh yang cukup signifikan terhadap motivasi mahasiswa yang belajar mata kuliah *listening 1* dengan menggunakan materi berbasis multimedia. Temuan ini juga diperkuat dari pernyataan beberapa mahasiswa yang mengikuti mata kuliah *listening 1* tersebut dan beberapa dosen yang mengajar mata kuliah *listening 1*. Oleh karena itu, dapat disimpulkan bahwa materi berbasis multimedia mampu meningkatkan motivasi belajar mahasiswa dalam mengikuti mata kuliah *listening 1* serta menambah kepuasan dosen dalam mengajar kelas *listening 1*.

**Kata kunci:** Bahan ajar berbasis multimedia; Mahasiswa; mata kuliah *Listening1*; Motivasi

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## **CHAPTER I INTRODUCTION**

### **A. Background of the Problem**

The fact shows that human listens before speaking, reading and writing. In this case, listening is regarded to be the basic level of utilizing the language. This is relevant to Nation and Newton (2009:37) “listening is the natural precursor to speaking; the early stages of language development in a person’s first language”. It indicates that listening is the first step of producing language. People listens to every single word before they produce a word. Moreover, in the case of language learning, Rost in Nunan (1999:200) states that “listening is vital in the language classroom because it provides input for the learner, without understanding input at the right level, learning process cannot begin”. It is obviously understood that listening is essential in the context of language learning, since through listening the learners will be able to gain much information as their input of knowledge which is able to help them to be success language learners.

In optimalizing the learners’ competence in using English as a tool to communicate, English Department of State University of Padang has the perspective and mission in order to be able to reach the purpose. It is accomplished by providing listening subject as one of the compulsory subjects. The listening subject is divided into three level of learning; ‘listening 1’ in the second semester, ‘listening 2’ in the third semester and ‘advanced listening’ in the fourth semester. All the levels have the similar goal in order to make the learners able to accomplish the listening subject. Each level is set differently; based on the difficulty level of the materials. ‘Listening 1’ materials deal with the elementary

level, 'listening 2' materials deal with the intermediate level, and 'advanced listening' materials deal with the advanced level.

According to Academic Guidance Book of State University of Padang (*Buku Panduan Akademik Universitas Negeri Padang*) (2007:106), listening subjects are aimed at training the learners to listen to the sound of English in the context of words, phrases, and sentences, and train the learners to listen to the stress, intonation, stop and the spoken language of English that include the listening comprehension to obtain detail information and settle the main idea of a spoken text. It can be summed up that at the end of the last level of listening, the learners are expected to be able to understand the spoken English in order to be able to gain the specific information and the main idea of the spoken text.

'Listening 1' as the first level of the listening subject is important to be concerned well by the learners and the lecturers, since it determines whether the learners are already capable of continuing to the higher levels; 'listening 2' and 'advanced listening'. In addition, listening is one of the skills examined in TOEFL (Test of English as a Foreign Language) which is a standard test of English capability measurement as well as a requirement of graduating the undergraduate degree.

Based on the data taken from *Balai Bahasa*, there were 140 english learners who took TOEFL between June to December 2010. The participants were the fourth grade of English department of State University of Padang who took TOEFL as the requirement of graduating the under-graduate degree. In spite of the fact that they were expected to acquire satisfactory scores, it was found that there

were only 27,14% of the participants or 38 participants who were able to answer correctly more than 25 questions of listening section. It means more than a half of the participants were not able to accomplish listening section well, even a half part of listening section. This indicates that there is a matter with the students in learning listening.

The researcher were interested to find out more about the factors of the problem. The researcher divided it into two sides; from the lecturers' and the learners' perspectives. Based on the lecturers' statements, it is known that the learners' achievement in listening subject tended to be lower in four years previously. The lecturers also said that the learners' motivation in learning listening subject was quite low. It was proved by their attitude towards listening subject. Most of the learners did not participate in the classroom activities. Moreover, they were also lack of practicing and awareness of the importance of listening. Furthermore according to one of listening lecturers, listening is a skill and needs much practicing. So, the students need to be facilitated to learn listening individually.

The lecturers also uttered that this case was caused by the lack of materials that were relevant to the learners' needs. Thus, the lecturers attempted to overcome the problem by varying the materials. In several meetings, the lecturers used the authentic materials such as videos, movies, songs, and also the other relevance textbooks that were availabe in English department. After using those extra materials, the lecturers said that this effort seemed working fairly good. The learners showed their enthusiasm in following the activities. They participated

much more than usual. After all, there was an obstacle left; not all of the materials were fully equipped by the extra or authentic materials. Additionally, the lecturers also stated that the learners are lack of learning media in which they can practice their listening ability by themselves.

From the learners' side, Wilson (2008:12-14) mentions that there are four general categories of why listening is considered to be difficult, they are: the characteristic of the message, the characteristic of the delivery, the characteristic of the listener, and the characteristic of the environment. The first and second problems clearly deal with the materials used in learning listening, while the third and fourth problems deal with the learners' selves.

These problems are similar to the problems found in English department of State University of Padang. Based on the researcher's experience and some other learners' statements, there were some difficulties found while learning listening. The first matter relates to the materials used in learning listening. The learners felt that sometimes it was boring just listening to the cassettes and answer the questions in the book. Then, sometimes it was found that the recording did not work well. It was really uncomfortable to listen to the poor quality recording, and it totally decreased the learning motivation.

Secondly, the learners were often fed up with the materials. They wondered to have different materials that encourage them to be enthusiasm in learning listening. Thirdly, the learners also uttered that their motivation in learning listening was also influenced by the learning circumstances such as the situation of learning. They said sometimes they were tired and since the activity

was only listening to the recording, this made them often felt sleepy and bored in following the listening class.

Besides, there was an evaluation study conducted by Dian Fajrina at English Department of State University of Padang related to listening materials existed. The research revealed that the coursebook of 'listening 1' subject did not really encourage the learners to do independent study, develop the learners thought to guess, predict and discover some alternative answers as a way to practice their creative and critical thinking, experience varied learning activities, and discover their learning styles, studying habits and learning strategies. This emphasizes the essential of replacing the existing materials with new materials which can cover the weaknesses of the existing materials.

Another study related to 'listening 1' materials was also conducted by Hayati at English Department of State University of Padang about the students' needs on the multimedia-based 'listening 1' material (2010), it was found that there were 55,5% students have never got such multimedia-based materials in 'listening 1' class. Meanwhile, from the students' perspective, the degree of importance of multimedia-based material was definitely high. There was 50,4% of students answered that multimedia-based material is important and 40,9% of students answered that multimedia-based material is very important.

Further, from the lecturers' perspective, it was found that 72,2% of the lecturers have never given listening material related to multimedia-based material to 'listening 1' class, there was only 27,8% of the lecturers have ever given listening material related to multimedia-based material to 'listening 1' class.

Additionally, from the degree of importance of multimedia-based material was also definitely high, since there was 33,3% of the lecturers stated that multimedia-based material is very important and 55,5% of the lecturers stated that multimedia-based material is important. Then, this findings concluded that multimedia-based material is really necessary to be included in 'listening1' material.

Clearly then that from both sides; the lecturers' and learners', the main matter is related to the materials used in learning listening. Both of the lecturers and learners thought that listening materials existed were no longer fulfill the learners' need which was also proved by two researches done by Hayati and Fajrina. The learners need more interesting materials which can sustain their interest in learning listening. Along with this, the learners need to be facilitated to be able to learn independently, so that they can practice their listening ability.

Realizing those facts, some listening lecturers of State University of Padang then came into a thought of developing the listening materials existed which consist of audio recording and coursebook entitled 'Active Listening: Building skills for Understanding'. The development of the materials is in the form of multimedia-based materials which consists of several media; audio, video, interactive CD and coursebooks which are compiled from two listening coursebooks entitled 'Soundwave' and 'Wordlink'. However, since the multimedia-based materials are the new materials in lecturing listening in State University of Padang. The effectiveness of the multimedia-based materials needs to be checked, whether this kind of multimedia-based material will give

significant effect on the learners' improvement of listening ability, listening achievement and learning motivation or not. Furtherly, the effect of the implementation of the multimedia-based material needs to be checked periodically in order to get deeper information about the multimedia-based materials' role in improving the learners' motivation. So, one of the studies that needs to be conducted is about the effectiveness of using the multimedia-based materials in improving the learners' motivation in learning listening subject.

### **B. Identification of the Problem**

Based on the background stated previously, the researcher found that the problems appeared in teaching and learning listening subject in English Department of State University of Padang deal with the material used in learning 'listening 1'. In the effort of overcoming the problems, the listening lecturers of English Department of State University of Padang developed the existing materials to be multimedia-based materials which consists of audio, video, interactive CD. Since multimedia-based materials are new, the effectiveness of the multimedia-based materials in improving the learners' motivation in learning 'listening 1' needs to be checked.

In the study of language learning motivation, there are several aspects which are the indicators of motivational measurement design. The first is integrative motivational. This aspect will check whether the learners' orientation in learning a language is to integrate or communicate to the native speakers or not. The second is instrumental motivational. This aspect will check whether the

learners' motive in learning a language is to be able to use the target language for specific purposes; getting a job, passing examining, etc. The third aspect is need for achievement. This aspect is focus on specific achievement that the learners want to obtain by learning a language. The fourth aspect is self-confidence. This aspect will examine whether the learners' self-confidence by having good ability in mastering a language or not. The fifth aspect is course specific which has four sub-aspects; interest, relevance, expectancy, and satisfaction). This aspect will discover whether the course fulfill the learners' need based four sub-aspects. The sixth aspect is teacher specific which consists of five sub-aspects; affiliative motive, authority type, modelling, task presentation, feedback. This aspect will check whether the instructor give good contribution in changing the learners' motivation in learning a language. The seventh aspect is group specific which consists of four; goal-orientedness, reward system, group cohesiveness, and classroom goal structure. This aspect will examine whether the learners' cooperative, competitive, individualistic behaviour give contribution to the learners' motivation in learning a language. The eighth aspect is attention. This aspect will check whether the learning process can sustain the learners' motivation in learning language. The ninth aspect is relevance. This aspect will examine whether the learning process are relevant to the learners' need as the language learners. The tenth aspect is confidence. This aspect will see whether the learners are confidence in accomplishing their learning process successfully or not. The eleventh aspect is satisfaction. This aspect will discover whether the learners are satisfied with the learning process.

### **C. Limitation of the Problem**

Based on the identification of the problems previously, there are eleven aspects to be considered to be used in this research. They are integrative motivational, instrumental motivational, need for achievement, self-confidence, course specific, teacher specific, and group specific. Even so, this research is limited to see the significant effect of multimedia-based materials on improving the learners' motivation based on the four aspects; attention, relevance, confidence, and satisfaction. Those aspects are set in a motivational design proposed by Keller, an expert in motivation study. Those aspects are chosen by some reasons. First, they are already set in a motivational design proposed by Keller. Second, they cover some other aspects. Third, there are many researches related to motivation used them as the indicators.

### **D. The Formulation of the Problem**

The problem previously is formulated as follow :

“Does the use of multimedia-based materials give significant effect on the improvement of the learners' motivation in learning listening 1 subject?”

### **E. Hypothesis**

To answer the research questions, two hypothesis are formulated as follow:

$H_0$  : There is no significant effect on the learners' motivation who learn 'listening 1' subject by using multimedia-based materials.

H<sub>1</sub> : The learners who learn 'listening 1' subject by using the multimedia-based materials will have higher motivation on the fourth time than the first time.

#### **F. The Purpose of the Research**

Referring to the formulation of the problem previously, the purpose of the research is to figure out whether the use of multimedia-based materials in 'listening 1' subject is able to give significant effect on the improvement of the learners' motivation in learning listening or not.

#### **G. Significance of the Research**

The result of this research was greatly expected to be able to give contribution in English teaching and learning, especially in teaching listening. It was expected that the multimedia-based materials are able to ease the learning and teaching listening process. Then by doing this research on the learners' motivation, it was also expected that the educators would find out the suitable way of maintaining the learners' motivation in many ways. One of the ways is using interesting materials. Equally important, the research finding was also expected to provide useful information for the further research.

#### **I. Definition of the key terms**

1. Multimedia-based materials: The new material of listening 1 subject that consists of audio, video, interactive CD.

2. Learners' motivation : The desire of learners in learning 'listening 1' subject that is measured by the motivational design proposed by Keller (2010) which consists of four aspects; attention, relevance, confidence, and satisfaction.
3. Listening subject : Listening 1 subject that is aimed to train the learners to listen to the sound of English in the context of words, phrases, and sentences, and to train the learners to listen to the stress, intonation, stop and the spoken language of English that include the listening comprehension to obtain detail information and settle the main idea of a spoken text in the level of intermediate.
4. Attention : The first aspect of ARCS motivational design which indicates the learners' motivation in learning listening by checking the learners' interest to the multimedia-based materials.
5. Relevanccce : The second aspect of ARCS motivational design which indicates the learners' motivation in learning listening by checking the relevance of multimedia-based materials to the learners' needs.
6. Confidence : The third aspect of ARCS motivational design which indicates the learners' motivation in learning listening by checking the learners' confidence after using multimedia-based materials.
7. Satisfaction : The fourth aspect of ARCS motivational design which indicates the learners' motivation in learning listening by checking the learners' satisfaction after using multimedia-based materials.

## **CHAPTER V**

### **CONCLUSION AND RECOMMENDATION**

#### **A. Conclusion**

In this research, multimedia-based materials consist of coursebooks which is the compilation of two coursebooks entitled 'Soundwaves' and 'Wordlink', audio, video, and interactive CD. The utilization of multimedia-based materials were expected to give the significant effect on the learners' motivation. The findings of this research stated that the multimedia-based materials gave significant effect on the learners' motivation.

The significant effect on the learners motivation was proved by the statistical calculation of the data obtained from the affective test from the first seri to the fourth seri. The score of the learners' motivation in learning listening 1 subject in the fourth seri was higher than in the first seri. Besides, based on some listening lecturers' statements, it was also found that the learners were enthusiastic in participating the classroom activity. This indicates that they were interested in the materials used and motivated to learn listening 1 subject. This proves that multimedia-based materials were able to attract their attention. Further, this is also caused by several reasons, such as, the materials given were relevant to the learners' need, the materials given were able to encourage the learners to be more confidence in accomplishing listening 1 subject, and the materials given were able to make the learners feel satisfied in learning listening 1 subject.

## **B. Recommendation**

According to the research findings stated in previous chapter, there are several recommendations addressed for the lecturers of listening 1 subject and the next researcher. For the lecturers of listening 1 subject, it is recommended to consider to use the multimedia-based materials which have been used in this research in lecturing listening 1. Then, it is also suggested for the lecturers of listening 1 subject to vary the teaching strategies in the classroom. Next, the suggestion is also addressed for the next researchers, it is recommended to concern the weaknesses stated in the delimitation of the research point, especially the instruments of the research.

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