

**AN EVALUATION OF MULTIMEDIA BASED LISTENING MATERIAL  
OF “LISTENING 1” AT THE ENGLISH DEPARTMENT OF UNP  
PADANG**

*Thesis*

*Fulfillment of the Requirements for the Strata One (S1) Degree*

*at the English Department of FBS UNP Padang*



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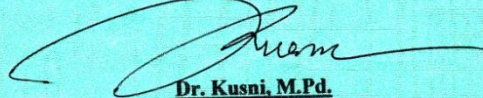


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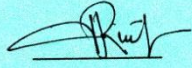
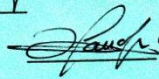
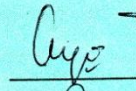

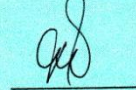
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## ABSTRAK

**Perdani, Yella Dezas. 2011. “An Evaluation of Multimedia Based Listening Material of “Listening 1” At The English Department of UNP Padang” *Skripsi*. Jurusan Bahasa Inggris FBSS. UNP Padang.**

Penelitian ini bertujuan untuk mengevaluasi materi ajar berbasis multimedia pada mata kuliah Listening 1 di Jurusan Bahasa dan Sastra Inggris UNP. Materi ajar ini diterapkan pada tahun 2011, semester genap sebagai perbaikan materi ajar yang lama. Untuk itu diperlukan adanya evaluasi guna mengetahui apakah materi yang baru sesuai untuk mahasiswa, dosen dan institusi tersebut. Evaluasi materi ajar ini mencakup pendekatan dan metodologi, desain dan organisasi, tata bahasa, sub-keahlian menyimak, materi multimedia, topik dan latihan.

Metode penelitian ini adalah penelitian evaluasi. Sumber data penelitian ini berasal dari penilaian mahasiswa yang telah mengambil mata kuliah Listening 1 dan juga dosen pengajar dan ahli bahasa. Tiga dari enam mahasiswa ini pernah menggunakan materi tersebut dan sisanya tidak pernah menggunakannya. Instrumen yang dipakai dalam penelitian ini adalah format evaluasi. Data dari penelitian ini berupa skor rata-rata yang diambil dari format evaluasi yang diubah kedalam bentuk angka.

Hasil penelitian menunjukkan bahwa materi ajar berbasis multimedia pada mata kuliah Listening 1 sesuai dan cocok untuk mahasiswa, dosen dan institusi. Selain itu, diperoleh pula informasi mengenai kekurangan dari materi yang dianggap perlu untuk ditingkatkan khususnya interaktif CD. Kemudian, dari penelitian tersebut juga ditemukan bahwa ada kesamaan dan perbedaan pendapat mahasiswa dan dosen mengenai desain dan organisasi, tata bahasa, sub-keahlian menyimak, materi multimedia, topik dan latihan. Dapat disimpulkan bahwa materi berbasis multimedia yang diterapkan di Jurusan Bahasa Inggris, Universitas Negeri Padang dapat meningkatkan kemampuan menyimak mahasiswa. Temuan ini dapat dijadikan referensi bagi dosen dan Jurusan Bahasa Inggris UNP untuk mengembangkan materi ajar Listening 1 dan untuk meningkatkan kualitas lulusannya khususnya lulusan mahasiswa Jurusan Bahasa dan Sastra Inggris.

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## CHAPTER 1

### INTRODUCTION

#### 1.1 Background of The Problem

Naturally, learning a language starts from listening. The learners have to listen first before they are able to produce the language into oral or written form. This process can be seen from human development. Human being starts to listen what the people say around them before they are able to speak. English as a foreign language in Indonesia also has the same rules. The learners of this language also need to develop their listening ability. It is impossible for a learner to be able to communicate in English without listening ability. They have to train their ears to listen to the English words, phrases and sentences so they can produce them later.

There are several aspects of listening which listeners have to be paid attention. According to Underwood (1990: 16-19), the meaning of what other people say depends on these aspects. They are sounds, stress and intonation, the organization of speech, the vocabulary used, pauses, and formal/informal language. In other word, those characteristics are really important to be concerned by the listener to get the real meaning of what they hear.

Since listening is an important skill to be mastered by English language learners, English Department of The State University of Padang provides 3 levels of listening course in three semesters. The purpose is to improve learners' listening ability. It starts from Listening 1 course. The learners take 3 credits of learning and

learn twice a week with two lecturers. The next level is Listening 2 course. It is also 3 credits and learn twice a week with two lecturers. The last stage is Advance Listening which is 2 credits only and study with a lecturer once a week. All English learners in this department must take all of those subjects as the prerequisite of passing the college. It means Listening 1 is prerequisite of Listening 2, and Listening 2 is the prerequisite of Advance Listening. After taking all of listening subject, the learners are hoped to have a good listening ability that help them in English communication.

As explained above, Listening 1 course becomes the basic of learning listening in this department. Based on *Buku Pedoman Akademik Universitas Negeri Padang Tahun 2007/2008* (2007:106) the purpose of this subject is to train the students to listen to the sounds of English such as words, phrase and sentences. Besides, based on its syllabus, Listening 1 is one of language skill subjects that should be mastered by the English Department learners at the end of semester two. This subject gives more explanation and exercises to develop the skill in comprehending and appreciating the spoken language in the form of sentences, dialogue, passages, etc. Therefore, the learner can use these skills in listening for their daily communication. Also, the learners are hoped to understand, comprehend and appreciate the spoken language in English in the forms of sentences, dialogues, and passages. For the specific objective, English Department provides Listening 1 course in order to make the learners understand and comprehend the spoken information in the form of sentences, dialogues, passages, and stories. Last, they also have to be able

to identify, inter and listen to specific information, reason, and infer personality, picture and news.

This course used to use the material that contained audio only. It has been used since 2003. Based on Dian Fajrina's research (2010), this coursebook is still good enough to be used. However, that coursebook needs to be improved. Based on her findings, task and media are the ones need to be evaluated most. The tasks are needed to add in order to cover the listening sub-skill that the syllabus asked. Also, improving the media is also needed to attract learners' attention to study.

The needs of improvement of the materials are also said by some learners whom got low mark in this course. They stated that, the materials were good but they are needed to be improved. They thought that it would be more interesting if the materials were added by interesting video and interactive CD.

Therefore, one of the most important things in improving learning materials is about the variation of the material given. Listening materials can be audio and visual that use technology. As stated by Prensky (2008) the role of technology in the classroom is to support the teaching learning process. It can be a great media that teacher can use to attract students attention. Besides, technology can be used in the teaching learning process for listening course. It provides multimedia material which can be used as the material for listening class.

To solve the material problem in English Department, the State University of Padang, this department applies a new material called multimedia based material.

This material is chosen because of some reason. First, based on Dian Fajrina's research, the previous material needs to be improved. It is stated that, the material will be interesting if it is added by multimedia material. Second, based on early interview of the Listening lecturers of English department of UNP, the improvement of material is to follow the development of technology in order to fulfill students' needs.

Based on Mayer (2001), multimedia material includes both words and pictures. The words contain spoken and written text and the pictures consist of illustrations, photos, animations and videos. He adds that using multimedia in learning can build mental representations from those words and pictures. Besides, multimedia material can also improve learners' motivation. Since this material provide audio, video, diagram and so on, the learners will be interested to study. It will not be boring and monotone anymore because they will not use the course book and cassette only. As the result, if learners are exciting to study, their achievement will increase too. The role of multimedia material is to supply the words, pictures, and video to help the learners improving their motivation to study, their mark, and the most important one is their listening ability. In conclusion, in order to solve the material problem, English Department of State University of Padang develops the multimedia based listening material.

Since this material is new to be used, it needs to be evaluated. In evaluating the multimedia materials, there are several criteria which have to be considered. They



are aims and the approach, design and organization, topic, methodology, task, language content, teachability, social value, fitness to the syllabus and the curriculum and the quality of audio-visual materials (Cunningsworth, 1995:6) then publication and design (Littlejohn, 1998), after that approach, purpose, focus, scope, evaluators, timing, and types of information (Ellis, 1998). From those criteria, the evaluation of material can be done, and those aspect helped the researcher to get the information whether the material is appropriate or not to the learners, lecturer, and curriculum.

The result of that evaluation can be used to improve the quality of the material itself by adding, deleting, or renovating. In other word, evaluation is needed to promote the improvement and assess the effectiveness (Brown, 1995: 30). Because of that reason, the researcher conducted this research. The research was done in the Listening 1 course since this class is the beginning steps of improving listening skill of English Department learners of The State University of Padang in listening skill. The result of this evaluation is hoped to be applied to the next Listening 1 class.

## **1.2 Identification of The Problem**

As stated in the background of the problem, there are some aspects influence the teaching and learning Listening 1 course process. They are motivation, achievement and material evaluation. Those are very important to be considered. When the materials are good and interesting, the learners will be motivated to study, as the result, their achievement will be satisfying.

Material evaluation is one of the important parts to be done in order to gain the information whether the materials are proper to the learners or not. There are several aspects that have to be evaluated in order to collect the information about the quality of multimedia based materials, then make decision whether a material is appropriate to be used or not. The aspects of evaluation are adapted and modified from the experts' opinion. The first one is the aim and the approach of the material. It evaluates how the material can cover the aims of the course. The second one is the design and organization. It means the evaluation will do in course package, content organization, content sequence, and layout. The third is about the topic. It evaluates whether the topic appropriate to the university level or not. Fourth is methodology. It signifies the approaches that the teacher can apply in using the materials. The fifth one is the task. It assesses whether the task appropriate to the topics and the level of the learners. The sixth one is the language content. It evaluate whether the material cover the language style, grammatical, and so on. The seventh one is the social value. It is about the social and cultural context. The eight one is the fitness to the syllabus and the curriculum. The ninth one is the quality of multimedia materials. It is about the clearness of the multimedia material, whether the sound and visual quality are good or not. The tenth one is teachability. It evaluates whether the material is teachable or not. The eleventh one is about the price. It evaluates whether the price is proper to the learners.

### **1.3 Limitation of The Problem**

From the identification of the problem, there are eleven aspects to evaluate the material. They are aim and the approach, design and organization, topics, methodology, task, language content, teachability, social value, fitness to the syllabus and the curriculum, the quality of multimedia materials and price. In this research, there are only seven aspects that will be evaluated; they are the approach and methodology, design and organization, materials which are divided into grammar, listening sub-skill, multimedia material, topic and task. The reason is that the approach, design and organization, topic, methodology and task usually be included in almost every books, journal and article found about material evaluation. In addition, since the material also contains multimedia materials, this aspect is included. In conclusion, those aspects are related to the activity in the classroom.

### **1.4 Formulation of The Problem**

Based on the limitation of the problem above, the problem of the research is formulated as follows:

“How good is the multimedia based listening materials applied in Listening 1 course in English Department of The State University of Padang?”

### **1.5 Research Questions**

In order to answer the question above, the research problem is elaborated into the following research question:

1. Are the approaches and methodology provided well in multimedia based listening materials cousebook?
2. Are the design and organization presented well in multimedia based listening materials cousebook?
3. Are the grammar provided well in multimedia based listening materials cousebook?
4. Are the listening sub-skill provided well in multimedia based listening materials cousebook?
5. Are the multimedia material presented well in multimedia based listening materials cousebook?
6. Are the topics presented well in multimedia based listening materials cousebook?
7. Are the tasks provided well in multimedia based listening materials cousebook?

## **1.6 Objective of The Research**

The objectives of the research are to know whether:

1. The approaches and methodology are provided well in multimedia based listening materials cousebook.
2. The design and organization are presented well in multimedia based listening materials cousebook.
3. The grammar is provided well in multimedia based listening materials cousebook.

4. The listening sub-skills are provided well in multimedia based listening materials cousebook.
5. The multimedia materials are presented well in multimedia based listening materials cousebook.
6. The topics are presented well in multimedia based listening materials cousebook.
7. The tasks are provided well in multimedia based listening materials cousebook.

### **1.7 Significance of The Research**

The research can be useful for the Listening 1 course in English department of State University of Padang. The result of this research can be the consideration whether the material used is still good enough to use or not and can improve the listening ability of the students or not.

### **1.8 Definition of Key Terms**

|                        |   |
|------------------------|---|
| Listening 1            | : the first level of Listening courses in English Department of the State University of Padang, and is given in the second semester         |
| Listening 1 coursebook | : the compilation book that includes World Link: Video Course and its CD, and Soundwaves 1 and its CD, and Interactive CD as the coursebook |
| Multimedia materials   | : the integration of videos, sounds, pictures, graphics, and text   |
| Evaluation             | : assessing Listening 1 coursebook to know its quality  |