

**AN EVALUATION OF E-MATERIALS PLAN TO BE USED FOR
SEMANTICS AND PRAGMATICS COURSE IN ENGLISH DEPARTMENT
STATE UNIVERSITY OF PADANG**

THESIS

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to Obtain Strata One (S1) Degree**



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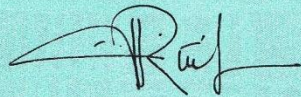
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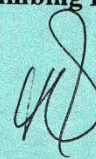
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ABSTRAK

Zaki, Leil Badrah. 2012. *An Evaluation of E-Materials Used for Semantics and Pragmatics Course in English Department, State University of Padang.*
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Penelitian ini dimaksudkan untuk menjawab dua pertanyaan penelitian yaitu (1) bagaimana kualitas pemilihan materi dari e-materials untuk mata kuliah semantics dan pragmatics (2) bagaimana kualitas strategi penyampaian e-materials untuk mata kuliah semantics dan pragmatics. Penelitian ini digolongkan kedalam penelitian evaluasi. Data dikumpulkan dari responden yang terdiri dari dosen yang pernah mengajar bahasa Inggris dan mahasiswa yang telah selesai mengambil mata kuliah semantics dan pragmatics. Data diambil dengan menggunakan instrument berupa *checklist* yang dilengkapi dengan *open ended question*. Dari hasil analisis berupa data kualitatif dalam bentuk *checklist* dan kuantitatif dalam bentuk *open ended question*, secara keseluruhan responden menyatakan bahwa e-materials untuk mata kuliah semantics dan pragmatic sudah layak untuk dipergunakan dalam proses belajar mengajar. Dari segi cara pemilihan materinya dan cara penyusunanya dalam program, nilai rata-rata dari responden adalah 2,99. Kemudian dari strategi penyampaian e-materials responden memberi penilaian 3,04. Sehingga secara keseluruhan penelitian ini menghasilkan sebuah pernyataan bahwa e-material untuk mata kuliah semantic dan pragmatic sudah layak digunakan dalam proses belajar mengajar.

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TABLE OF CONTENTS

ABSTRAK	i
ACKNOWLEDGEMENTS,.....	ii
TABLE OF CONTENTS	iii
LIST OF THE TABLES	v

CHAPTER I: INTRODUCTION

1.1 Background of the Problem	1
1.2 Identification of the Problem	5
1.3 Limitation of the Problem	6
1.4 Formulation of the Problem.....	7
1.5 Research Questions	7
1.6 Purpose of the Research	7
1.7 Significant of the Research.....	8
1.8 Definition of Key Term	8

CHAPTER II: REVIEW OF RELATED LITERATURE

2.1 Teaching and Learning Materials	9
2.1.1 Characteristics of Teaching and Learning Materials..	12
2.2 Evaluating Multimedia Based Materials in Teaching Learning	
2.2.1 Multimedia Based Materials in Teaching Learning .	14
2.2.2 Type of Materials Evaluation.....	18
2.2.3 Instrument of Multimedia Based Materials	
Evaluation	21
2.2.4 Evaluation Criteria of Multimedia Evaluation	25
2.3 Semantics and Pragmatics	
2.3.1 Scope of Semantics and Pragmatics	31
2.4 Teachings Semantics and Pragmatics	38

2.5 Previous Related Studies	38
2.6 Conceptual Framework	39
CHAPTER III: RESEARCH METHOD	
3.1 Design of the Research	41
3.2 Data and the Sources of the Data	41
3.3 Instrumentation	42
3.4 Technique of Data Collection	42
3.5 Technique of Data Analysis	43
CHAPTER IV: FINDING AND DISCUSSION	
4.1 Data description and analysis	45
4.2 Finding and discussion	55
4.3 The Implication of Findings on semantics and pragmatics course	59
4.4 Delimitation of the Research	55
CHAPTER V: CONCLUSIONS AND SUGGESTIONS	
5.1 Conclusions.....	61
5.2 Suggestions	61
BIBLIOGRAPHY	63
APPENDIXES.....	67

LIST OF THE TABLE

Table 1. Research instrument	42
Table 2. Converting respondent' respond	43
Table 3. The conversion of average grade or score into the description ..	43
Table 4. Grade of content selection	46
Table 5. Grade of richness of content	49
Table 6. Grade of oorganization of the e-materials	53
Table 7. Grade for navigation of e-materials	50
Table 8. Grade for screen design of e-materials	53

CHAPTER 1

INTRODUCTION

1.1 Background of the Problem

Linguistics is a study of language which has several subfields. The major subfields of linguistics are phonology, morphology, syntax, semantics, and pragmatics. Phonetics is the study of human speech sounds. Phonology is the study of the organization and use of human speech sounds in a language. Morphology is the study of the internal structure of words in a language. Syntax is the study of word order of a language. Semantics is the study of meaning in a language. Pragmatics is the study of language from the point of view of language users. All of the subfields have already become subjects which are taught in the universities.

As semantics and pragmatics also one of the challenging linguistics subfield for the lecturers, its teaching and learning process has received several attentions. It can be seen from every language department, semantics and pragmatics course becomes one of the compulsory subjects for every language learners. For the undergraduate students, University of Alexandru Ion Cuza in Rumania provides English semantics and pragmatics with five credit points in fifth semester for third year students. Even in Bangor University in United Kingdom, they put semantics and pragmatics as compulsory subject in first year of study with twenty credits points with other linguistics subject such as phonology, morphology and syntax.

English department of State University of Padang also try to give attentions to the semantics and pragmatics course. The course is taught in fifth semester with two credits and become one of the pre requisite for both education and non education students. Based on the curriculum 2010, the course's aim is to provide the students with introductory theoretical and practical aspect of semantics and pragmatics as the scientific study of language meaning. In short, it is hoped that the course will be useful for the students as the candidate of the English language teachers or to the study linguistic at the higher level education.

In every teaching learning process, there are three core components that will influence the result of the course. As all the three components of teaching learning process will influence each other, source of the material will absolutely influence the students. It will raise a problem if materials do not provide the students with motivation by achievable challenges and interesting content also resource for self-study outside the classroom. Another problem is if materials do not provide the source of contact while students apart from lecturers. So that in teaching semantics and pragmatics the source for the materials should become the major consideration.

Furthermore there are several problems that become obstacle for students in process of learning the course. The first problem is the difficulties in understanding the concept and theory because the language used in course book. As the students are non native speakers, their understanding of language given in most semantics pragmatics course book for college students is low. The difficult words, found while understanding the linguistic theory, raise a problem for them in understanding the

semantics and pragmatics theory. In short it also brings unclear explanation of the materials for the students.

The second problem is the difficulties in doing the exercises. The students assumed that they did not get any exercise in the teaching learning process. Also, they just had to read the material and sum them up. So the students think that they need materials which is also provided by the exercises to help them feel enjoy learning semantics and pragmatics course.

In the course description of the semantics and pragmatics written in syllabus 2010 mentioned that the course contains of the introductory information, theories and analysis on semantics and pragmatics which will provide students with basic knowledge, theories and analysis of language meaning, both in linguistics and extra-linguistics context, especially in the English language. For the evaluation, 20% the final result of the course will be taken from the exercises and assignment. Based on the syllabus it is clear that students need to understand many theories of semantics and pragmatics and their understanding will be measured through the example of the application of the theory. However, most of the students said that they got harsh difficulties in understanding the concept because there are not many clear examples given. So that in doing exercises and assignment they do not have guidance in accomplishing it. As result at the examination, they said that they tend to cheat and find any way to pass the examination.

In order to solve the problems rise in semantics and pragmatics course, lecturers in English Department State University of Padang try to develop a multimedia material in hoping to fulfill and reach the aims of the course for semantics and pragmatics. As mentioned in the acknowledgement of the multimedia materials, it does not propose a new theory of semantics and pragmatics but it will introduce students with the key concept in the field and provided with opportunity for the students to explore the theories in use. There are 14 chapters overall which is divided six chapters for semantics and rest for pragmatics. Also, in the multimedia materials there are a set of exercises for each chapter in form essay question, multiple choice, fill in the blank and fill the missing words.

In order to know whether this multimedia material is match with all components in teaching learning process and it can be used easily, an evaluation need to be conducted. Besides, the result of evaluation can be used to make a decision whether the material is good or not, need to be added, fixed or deleted. There are lots of criteria of evaluating multimedia material one of them is evaluation multimedia materials which is designed through computer. McGrath (2002) said that the materials can be in form of the computer software and the computer program that is used in teaching leaning process. Due to the evaluation that will be conducted in multimedia materials, there are several criteria of evaluation proposed by the experts.

Materials evaluation is an important part in language learning in order to get the information whether the material is appropriate or not for the students, lecturers and suitable with the curriculum. The result of that evaluation can be used to improve the

quality of the material itself by adding, deleting, or removing. In other word, evaluation is needed to promote the improvement and assess the effectiveness (Brown, 1995). Due to that reasons, the researcher conducts this research. The research will be in form of an analysis the evaluation toward e-materials used for semantics and pragmatics course in English Department State university of Padang. The result of this evaluation is hoped to be consideration to the next semantics pragmatics course in choosing the appropriate materials.

1.2 Identification of the Problem

As stated in the background, material evaluation is one of the important parts in order to gain the information whether the materials are proper to the students. There are three types in evaluating materials in the every teaching learning process. The evaluation that is done in order to predict the quality and potential aspect of the materials before used it in the process of teaching learning.

There several criteria proposed by experts in evaluating e-materials. The first one is pedagogical issues which are related to the learning activities that underpin the unit. The second one is resources which are related to the content and information that are provided for the students. The third one is delivery strategies which are related to the issues associated with the ways in which the course is delivered to the students. The forth one is interactivity which is related to the ability of the materials to interact with the students. The fifth is navigation which is related to how students will navigate the materials. The sixth is feedback which is related to the reaction that will materials give when students using it. The seventh is screen designed which is related to the

materials presentation such as color and font used in the materials. The eighth is students' reference which related to the students reaction after using materials. The ninth is technical soundness which is related to ability of the materials to be used easily loaded.

1.3 Limitation of the Problem

Since the semantics and pragmatics multimedia materials is not yet used in teaching learning process, the evaluation was in form of pre-used evaluation. So, the criteria which are related to the students' perception in classroom management cannot be involved. The evaluation was conducted in order to look for future or potential performance of the materials. So, there was just three criteria represent the other criteria used in evaluating e-materials for semantics and pragmatics course that will be used in English Department, Padang State University. The criteria are content selection and delivery strategies. The reason is that many researches toward multimedia materials have already used those criteria in evaluating the quality of a material.

1.4 Formulation of the Problem

The problem of the research is formulated in this following question "How good is the multimedia based Semantics and Pragmatics material used for semantics and pragmatics course in English Department of State University of Padang?"

1.5 Research Question

The problem of the research is elaborated in the following questions:

1. How good is the content organized in e-materials for semantics and pragmatics course?
2. How good are the e-materials for semantics and pragmatics course designed based on its delivery strategies?

1.6 Purpose of the Research

The purposes of the research can be described as follows:

1. To find out how good the content of e-materials semantics and pragmatics are organized.
2. To evaluate how good the e-materials of semantics and a pragmatics course is designed based on its delivery strategies.

1.7 Significance of the Research

The research was done in order to give a significance contribution to the development applied linguistics competence for English student through analysis of the multimedia materials in English Department, State University of Padang. The result of this research will be the consideration whether the material used is good to use or not and can improve the semantics and pragmatics competence of the students or not.

1.8 Definition of the Key terms

1. Semantics is the study of language's meaning
2. Pragmatics is the study of the aspects of meaning and language use that are dependent on the speaker, the addressee and other features of the context of utterance

3. E-Materials is a software that is going to be used in the teaching learning process of semantics and pragmatics course that can help both lecturers and students to reach the goals of teaching learning processes.
4. Multimedia material is an integration of video, sound, graphics, and text used for teaching learning process
5. Evaluation is assessing material in order to evaluate its quality for example the materials that are used in teaching learning process.