

**THE EFFECTS OF MULTIMEDIA-BASED MATERIALS ON  
IMPROVING STUDENTS' ACHIEVEMENT IN LISTENING I CLASS  
AT ENGLISH LANGUAGE TEACHING PROGRAM OF STATE  
UNIVERSITY OF PADANG**

**THESIS**

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



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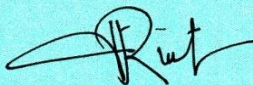
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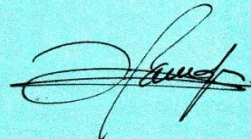
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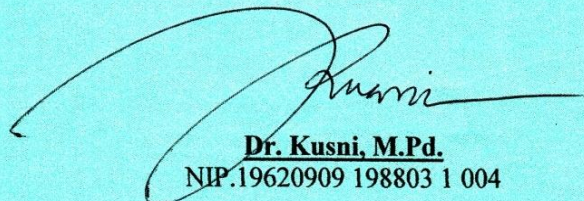
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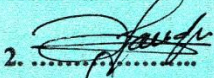
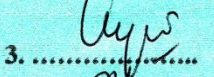

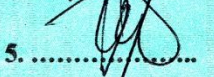
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## THE EFFECTS OF MULTIMEDIA-BASED MATERIALS ON IMPROVING STUDENTS' ACHIEVEMENT IN LISTENING I CLASS AT ENGLISH LANGUAGE TEACHING PROGRAM OF STATE UNIVERSITY OF PADANG

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## ABSTRAK

**Putri, Rahmi E. 2011. "The Effects of Multimedia-Based Materials on Improving Students' Achievement in Listening I Class at English Language Teaching Program of State University of Padang. *Skripsi*. Padang: Jurusan Bahasa Inggris FBS. UNP Padang.**

Penelitian ini bertujuan untuk mengetahui pengaruh penggunaan materi berbasis multimedia terhadap peningkatan kemampuan menyimak mahasiswa prodi Pendidikan Bahasa Inggris Jurusan Bahasa dan Sastra Inggris pada mata kuliah Listening 1. Penelitian ini juga bertujuan untuk melihat sejauh mana materi berbasis multimedia ini dapat meningkatkan kemampuan menyimak mahasiswa.

Penelitian ini dilakukan dengan metode eksperimen dan jenis desain seri waktu. Populasi dan sampel dari penelitian ini adalah mahasiswa Program Studi Pendidikan Bahasa Inggris yang sedang mengambil mata kuliah Listening 1. Ada tiga kelas yang dijadikan sampel dalam penelitian ini, yaitu Kependidikan 1, 2, dan 3, yang sedang mengambil mata kuliah Listening I. Instrumen yang dipakai dalam penelitian ini berupa ujian listening. Data dari penelitian ini berupa skor rata-rata yang diambil dari hasil ujian listening yang dilakukan dalam empat seri.

Berdasarkan hasil penelitian, ditemukan bahwa terdapat peningkatan kemampuan menyimak mahasiswa dari satu seri waktu ke seri waktu lainnya setelah diberikan materi berbasis multimedia pada mata kuliah Listening I. Berdasarkan uji hipotesis yang digunakan, dapat disimpulkan bahwa materi berbasis multimedia ini memiliki pengaruh yang signifikan terhadap peningkatan kemampuan mahasiswa. Oleh karena itu, dapat disimpulkan bahwa materi berbasis multimedia mampu meningkatkan hasil belajar mahasiswa dalam mata kuliah Listening I.

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The Writer

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## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of The Problem**

Listening is a language skill that plays an important role in providing the input to learn English since it is the first skill that the students need in order to get the information. As stated by Smaldino et al (2008:293), listening process begins with a human's attention to sounds which means receiving information, proceeds it through recognition of specific auditory signals or decoding the information, and ends in comprehension (understanding). 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 cannot begin. Based on that statement, it can be concluded that listening is important in the process of language learning. Through listening the students will be able to get much information and knowledge which can help them to be success in language learning. Therefore, students should improve their listening skill first if they want to get success in learning English.

Since listening becomes a crucial skill to be mastered in learning English, English Department of State University of Padang provides listening subject as one of the compulsory subject to be mastered by the students. There are three levels of listening subject; Listening I which is taken in the second semester, Listening II in the third semester, and Advanced Listening which is taken at the fourth semester. All levels have similar goal that is to make the students able to master listening competence. However, they are different in the level of difficulty.

Listening I is in the elementary level; Listening II is in the intermediate level; and Advanced Listening is in the advanced level.

According to the Academic Guidance Book of State University of Padang (*Buku Pedoman Akademik Universitas Negeri Padang*) (2007:106), the purposes of listening subject are to train the students to listen to English sounds in the context of words, phrases, and sentences and to train the students to listen to the stress, intonation, pace and also the spoken language of English, including listening comprehension to get the information details and the main idea of a spoken text. It can be concluded that at the end of listening subject, students are expected to be accustomed to the English spoken language as well as to understand the spoken text.

Listening I becomes an important subject to be mastered since students have to pass this subject in order to continue to higher levels; Listening II and Advanced Listening. Therefore, the lecturers and students need to concern more to this subject. As a basic subject, Listening I gives the students more explanation and exercises so that the students can develop their skill in comprehending the spoken language to be used in daily communication. The objective of this subject is to understand, comprehend, and appreciate the spoken language in English in forms of sentences, dialogues, and passages. To reach this objective, the lecturers of listening I subject try to provide the materials that are suitable to students' level of ability, needs and also interests. Besides, they also try to create an interesting learning process in the classroom. One of the ways is by giving a pleasure



classroom atmosphere as well as interesting materials in order to reach a satisfied achievement in this subject.

Actually, there are some elements that influence the teaching learning process in second-foreign language classroom, especially in listening. They are the students, the lecturers, listening materials, and also the facilities provided to support the learning process. All elements should work equally in order to create a success teaching learning process. However, in some cases those elements might face some obstacles that can hamper the teaching learning process. As an example, from the lecturers' statement, it can be concluded that students' listening ability decreases from year to year. The most common problems faced in listening I class deal with the materials. It was found that some students were less motivated while they were studying listening subject. It was proven by their participation during the learning process. Most of them seemed less enthusiastic and they did not participate much in the classroom. As a result, they did not have better comprehension about the materials.

To overcome this problem, the lecturers tried to improve students' listening achievement by making variations to the materials. From the interview with the lecturers, it was found that the lecturers sometimes give authentic materials besides the materials existed for the exercise. Besides, the lecturers also assigned the students to watch an English movie or to listen to an English song. Then, the students had to report and discuss what they have watched or listened. Furthermore, from the informal interview with some students who had taken and who were taking Listening I subject, this subject was still not an enjoyable class.

When they came to the class, they would only listen to the recordings, do the exercises and discuss it with their lecturers. It happened in most of every meeting in listening class. It seemed that the students wonder to have a more enjoyable learning process. It seemed that the efforts that have been done by the lecturers was not enough to attract students' attention in the classroom yet.

For years, the materials being used in Listening I class is Active Listening which consist of audio recording materials. For some reasons, giving listening materials by using audio recordings might have some obstacles for the teaching learning process. As stated by Wilson (2008:12-14), there are four general categories that cause listening is considered to be difficult to be mastered. 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 the second categories deal with the input of listening process, in this case, the materials being used in listening class, while the third and the fourth one is related to the receiver of the message, which in this case is the students. As stated above, the problems that mostly appear in listening class dealt with the materials. Sometimes, the speed of the speaker is so fast that some students cannot listen to the recordings clearly. Besides, students can only listen to the voice while they are listening to the recording, so it is hard to understand the content of the audio recording. That is why many students are less motivated while listening to them, so that it is difficult for them to answer the questions given after the recordings. As a consequence, it will decrease students' motivation and their listening achievement as well.

Due to this fact, the lecturers were challenged to create a more enjoyable atmosphere in the classroom. The lecturers of listening subject tried to increase the students' enthusiasm in learning listening by varying the materials with several interesting activities into the classroom, such as several kinds of English movies and songs. The lecturer played the movie in the class, and then the students were asked to retell the movie to their friends. Sometimes, the lecturers played a song, then asked the students to complete the missing lyrics. This created different atmosphere in the class that the learners feel more enjoyable in the process of learning.

From a survey study conducted by Hayati (2010) at English Department of State University of Padang about the students' needs on the multimedia-based 'listening 1' material, it was found that there were 55,5% students have never got such a multimedia-based material in Listening I 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. From the lecturers' perspective, it was found that 72,2% of the lecturers have never given listening material related to multimedia-based material in Listening I class, there was only 27,8% of the lecturers have ever given listening material related to multimedia-based material in Listening I class. Moreover, 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. At last, this findings concluded that multimedia-based material is really necessary to be included in Listening I materials.

From this research, it can be concluded that the use of multimedia-based materials in teaching learning listening process was important. This kind of materials not only can ease both lecturers and the students during the process, it also can improve students' motivation on learning listening so that their listening achievement could be improved as well. As stated by Brett in Pala (2005), multimedia increases learners' success in listening and it helps learners gain better language recall. Moreover, features of multimedia such as ongoing feedback enhance success rates for listening skills, and finally learners have positive reactions towards the use of multimedia. It is believed that the use of multimedia in foreign language learning, especially in teaching listening, can improve students' achievement.

In general, multimedia can be defined as the combination of media, such as pictures, sound, videos and animations. Furthermore, Mao Neo and Ken T. K. Neo in Patty Shank (2005) say that multimedia is the combination of various digital media types, such as text, images, sound, and video, into an integrated multisensory interactive application or presentation to convey a message or information to an audience. So, it can be concluded that multimedia-based materials are the materials which integrate the use of technology with listening materials given in the classroom.

There are several advantages that multimedia-based materials offer in teaching learning process. First, the multimedia-based materials are varied so that

the students are expected not to feel bored of the materials used during the learning process. Second, multimedia-based materials are designed in a more attractive form, so the students will be more interested and motivated in learning listening. In short, it can be concluded that by using multimedia-based materials in listening classroom, the teaching process becomes more efficient than the audio recording materials since it is more attractive and varied. As a result, it can increase students' motivation as well as their achievement.

From this fact, the listening lecturers in English Department recently develop the listening materials from the use of audio recording and textbook into multimedia-based materials. These materials consist of combination of media; audio, audio visual, cd interactive and textbook. Since the multimedia-based materials are the new materials in teaching Listening I 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 improvement of students' listening ability or not. Therefore, the researcher wants to conduct a research about the effectiveness of using the multimedia-based materials in improving the students' achievement in learning Listening I subject.

## **B. Identification of The Problems**

From the background stated above, it is found that the problems appeared in teaching and learning listening subject, especially Listening I, in English Department of State University of Padang deal with the material used in Listening I class. In the effort to overcome these problems, the listening lecturers of English Department of State University of Padang developed a new materials to be implemented in listening class that is multimedia-based materials. It consists of audio, video, interactive CD and the compilation of new coursebooks entitled 'Soundwave' and 'Wordlink 1' and 'Wordlink 2'. Since multimedia-based materials are newly used in the Listening I classes, the effectiveness of the multimedia-based materials in teaching learning process in Listening I class needs to be checked. The effectiveness of these multimedia-based materials can be seen from how these materials can improve students' motivation to learn listening as well as their achievement after learning listening.

## **C. Limitation of The Problem**

Based on the identification of the problem above, there are some aspects that need to be concerned while implementing multimedia-based materials in Listening I class. However, the researcher only focused on the use of multimedia-based materials in Listening 1 class. Therefore, it was limited to the study of the effect of using multimedia-based materials to students' achievement in Listening I class.



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

Related to the limitation of the problem above, this research is formulated as follow: *Does the use of multimedia-based materials give the significance effect on the improvement of students' listening achievement?*

#### **E. Hypotheses**

The hypotheses of this research are formulated as follow:

- H<sub>0</sub> : Learning "Listening I" by using multimedia-based materials gives no effects on improving students' listening achievement.
- H<sub>1</sub> : Learning "Listening I" by using multimedia-based materials gives a significant effect on improving students' listening achievement.

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

Due to the formulation of the problem before, the purposes of this research are:

- a. To find out whether the use of multimedia-based materials can improve students' listening achievement in Listening 1 class.
- b. To give a suggestion for the lecturers in finding a way to teach listening so that students can enhance their listening skill better.

### **G. Significance of The Research**

It is expected that the result of this research is able to give significant contribution in improving the quality of teaching English listening. It is hoped that by using multimedia-based materials, students' listening achievement, especially in Listening 1 class on English Department, State University of Padang could be improved. Multimedia-based materials are hopefully able to help the lecturers during the teaching learning process. Besides, from this research the lecturers are hoped to be able to find out the suitable techniques in order to improve the students' listening achievement.

### **H. Definition of Key Terms**

1. Multimedia-based materials : The combination of media which consist of audio, video, interactive CD and textbook that are used in Listening 1 subject.
2. Students' achievement : The result that the students achieve after they take Listening I subject.
3. Listening I : One of the listening subject that has the objective to understand, comprehend, and appreciate the spoken language in English in forms of sentences, dialogues, and passages in the level of elementary.