An Analysis of Students' Response toward Interactive Multimedia as Teaching Material for Advanced Grammar in English Department at Universitas Negeri Padang

Thesis

Submitted as a Partial Fulfilment of the Requirements to Obtain Bachelor of Education (B. Ed) in English Language Education Program

By:

Kurnia Ramadhani

14018008/2014

Advisor:

Fitrawati, S.S., M.Pd
NIDN: 0019118003

ENGLISH DEPARTMENT
FACULTY OF LANGUAGES AND ARTS
UNIVERSITAS NEGERI PADANG
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HALAMAN PERSETUJUAN SKRIPSI

Judul : An Analysis of Students' Responses toward Interactive Multimedia as Teaching Material for Advanced Grammar in English Department at Universitas Negeri Padang

Nama : Kurnia Ramadhani

NIM : 14018008/2014

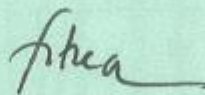Program Studi : Pendidikan Bahasa Inggris

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Disetujui oleh,

Pembimbing

Fitrawati, S.S., M. Pd
NIP. 198011192008122002

Mengetahui
Ketua Jurusan Bahasa dan Sastra Inggris

Desvalini Anwar, S.S., M. Hum., Ph. D
NIP. 19710525 199802 2 002

HALAMAN PENGESAHAN LULUS UJIAN SKRIPSI

Dinyatakan lulus setelah dipertahankan di depan Tim Penguji Skripsi
Program Studi Pendidikan Bahasa Inggris Jurusan Bahasa dan Sastra Inggris
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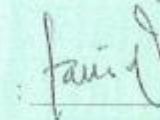Material for Advanced Grammar in English Department at Universitas Negeri
Padang

Nama	:	Kurnia Ramadhani
NIM	:	14018008
Program Studi	:	Pendidikan Bahasa Inggris
Jurusan	:	Bahasa dan Sastra Inggris
Fakultas	:	Bahasa dan Seni

Padang, September 2020

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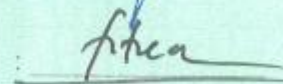
1. Ketua   : Dra. An Fauzia Rozani Syafei, M.A.   :

2. Sekretaris : Dr. Havid Ardi, S.Pd., M.Hum.   :

3. Anggota   : Fitrawati, S.S., M. Pd.   :

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Saya yang bertandatangan di bawah ini:

Nama	: Kurnia Ramadhani
NIM/TM	: 14018008/2014
Program Studi	: Pendidikan Bahasa Inggris
Jurusan	: Bahasa dan Sastra Inggris
Fakultas	: FBS UNP

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METERAI TEMPEL
C4B5DAHF8886403338
6000
ENAM RIBU RUPIAH

Desvalini Anwar,S.S.,M.Hum.,Ph.D.
NIP.19710525 199802 2 002

Kurnia Ramadhani
14018008/2014

ABSTRACT

Kurnia Ramadhani. (2020). An Analysis of Students' Responses toward Interactive Multimedia as Teaching Material for Advanced Grammar in English Department at Universitas Negeri Padang

This study investigated the students' responses on teaching material using interactive multimedia for Advanced Grammar by second year students English Department students of Universitas Negeri Padang. The aim of this study is to analyze the students' response on teaching material for Advanced Grammar, materials and exercises using interactive multimedia and the students' current condition. The sample of this research was the students who already took Advanced Grammar class. The participants of this study were 56 students. This descriptive study used questionnaire in the research. The study found that the teaching material based on interactive multimedia for Advanced Grammar was given the postive response by the students. The students have different learning styles, music and movies preferences and colours with almost all of them own laptops. Further research to investigate the effectiveness of teaching materials based on interactive multimedia for Advanced Grammar needs to be conducted.

Key words: Students' response, interactive multimedia, teaching material, Advanced Grammar

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CHAPTER I

INTRODUCTION

A. Background of Problem

The momentum of the technological revolution leads to rapid and disruptive changes in the way how people live, work, and play (Verecio, 2014). As the quickening pace of technological advance shows no sign of slowing, and now present the theory of disruptive innovation on education. According to Arsyad the benefits of computers and technology in the world of education are control in the hands of students, so that the level of learning speed of students can be adjusted to their level of mastery.Then the use of technology in learning allows the ongoing learning process individually (individual learning) by fostering independence in the learning process, so that students experience a learning process that is far more meaningful than conventional learning.

In this era, a lecturer has at least five roles. These include serving as an educator, demonstrator, motivator, facilitator, and evaluator/assessor, and sometimes a designer. A lecturer must not rely the teaching material on the books only or in printed form but rather must design other techniques utilizing technology. It is time for Grammar lecturers to rise up and keep pace with technological advancement (Arjulayana, 2018; Van Trijp, 2017, Tiarina et, all, 2019). Due to its urgency, in the university, grammar learned based on its level from the basic to the hardest ones. As a university that provide English major, English Department of Universitas Negeri Padang also put grammar in the curriculum. The materials of this subject are different depend on their difficulty of level. There is a set of grammar lesson that is offered and should be taken by the

English Departments students' sequentially. It started by taking *Basic Grammar* in the first semester, *Advanced Grammar* in the second semester, *Advanced Grammar* in the third semester, *Grammar for TOEFL* in the fourth semester, and lastly *Functional Grammar* in the fifth semester. The students cannot go forward to the next level of grammar lesson if they do not pass the previous ones. For instance, if a student is failed in *Basic Grammar*, she/he cannot take *Advanced Grammar* before passing it and so forth.

Furthermore, some learning sources used to teach grammar, especially Advanced Grammar in English Department at UNP are textbook(s), articles and other printed materials given by the lecturers. The main textbook used is *Mosaic 1* by Werner, P.K. & Spaventa (2007) and some other supporting references, such as *Interaction 2 Grammar* by Werner, P. K. & Nelson, J.P (2007), *Understanding and using English grammar* by Azar, Betty S. (2002), *Focus on grammar: an advanced course for reference and practice* by Maurer, Jay. (2000), *Making Sense of Functional Grammar* by Gerot, Linda & Wignell, Peter. (1994) and so on. This course provides knowledge and skills on advanced English rules that include some basic organizational principles of grammar, the relationship between grammar and meaning, and a number of grammatical functions for *Part of Speech, Continuous Forms, Perfect Forms, Perfect Continuous Forms, Gerund and infinitive , Passive Voices, Introduction to Sentence Types, Simple Sentence, Compound Sentence, and Parallelism.*

Since the students' nowadays are digital native as Prensky(2001) mentions that this is the era where the people are surrounded by various kind of digital devices, such as smartphones, laptops, pc, tablets and so on. As the same way

with the rapid growth of the science and technologies, it will be benefit if it can be applied in educational sectors too. With the asumption of the students' current situation as digital natives, the materials related to the application of those devices are needed. However, the application in teaching, especially grammar still lack and need to be improved.. Based on the observation, some student said that since the materials in this subject almost about tenses, the teaching using power point and textbook only is not enough. Some of them are audio visual and so fot, so the variety of learning material that is interactive is needed. The students also mentioned that the lack of task and exercises given in the textbook lead to the confusion they get in the final test since the questions are different and harder than what they already learnt in the textbooks. In the same way, most of the students already have their own digital divices (smartphones and laptops) and they uses them a lot. Some of them uses it for social media, onlin learning, accessing e-book in the classroom and at home. Meanwhile, there are still lack of using those technologies for teaching material for Advanced Grammar by the lecturers. Evenmore, the university already provide the free internet access for the students and lecturers to support the learning activity, yet those facilities have not been properly utilized.

A number of studies marked the use of technology such as multimedia in various method and media enhance maximum opportunities for an English grammar lecturer to improve students' content mastery and motivation. According to Mohamad (2009), students experienced with Internet-based grammar instruction (IBGI) made fewer errors on their essay when compared to tradional colleagues. Similarly, Naba'h (2012) with his experiment research established that

students with computer assisted grammar teaching recorded higher scores. Furthermore, according to Chang & Ling (2012) Cognitive –motivational Model & CALL increased students grammar mastery and reading comprehension. Parra (2016) articulated from his qualitative data that students and parents had high motivation to learn grammar through video podcast. Likely, a study conducted by Saeedi & Biri (2016) showed Animated Sitcoms managed to increase students' grammar mastery on conditional sentences and as well as their interest. Moreover, another courseware, is useful for both teachers and students (Yunus, Hasyim, Embi, & Lubis, 2010). A research done by Koehler, Thompson & Phye (2011) developed grammar learning using multimedia program with embedded tracking.

None of the previous studies, however, discuss the use of multimedia in teaching materials, with all focusing on experimenting the method and media. Unquestionably, teaching materials are important component in curriculum. (Cunningsworth, 1995; Howard Chen, Sarah Cheng, & Chirstine Yang, 2017) pointed out the role of materials in language teaching "as a resource for presentation resources; activities for learners practice and communicative interaction; for learners on grammar, vocabulary, pronunciation stimulation and ideas for classroom functions; self-directed learning or self acces work". Text books, recording, video and newspaper are basic materials for use (Krivochen, 2019; MacSwan, 2018; Tomlinson, 2011). According to Tomlinson (2011), materials development refers to anything carried out by writers, teachers or learners to provide sources of language input in ways which maximize the likelihood of intake. Basically, materials developers, including teachers, may bring pictures or advertisements in the classroom, compose a textbook, and design

a student worksheet, read a poem or an article aloud. Naba'h (2012) recommended varying the methods according to students' need and interest. Teachers need to develop their own teaching material.

However, relying on text books do not guarantee the effectiveness of teaching and learning process (Herrington & Herrington, 1998). Lecturers need teaching materials which promote visual, verbal and kinestetic learning (Turnbull & Lawarence, 2002), to ensure the 'visual', 'audio' or 'kinestetic' students benefit from their presentation. They should provide immediate feedback (Becker, 2001), and offer flexibility of time which allows students to choose particular topics and how long they want to learn (Hartoyo, 2008). Moreover, they should offer an individual interactive learning program that is beneficial for both 'fast' and 'slow' learning students (Naba'h, 2012). These characteristic is not found in books sold in the market.for this reason, a teacher needs to develop teaching materials based on technology (Motteram, 2011) by considering students' needs (Holguin & Morales, 2014). This will help improve the content, topics, the kind of exercises, instructions, and so forth.The material should reflect the students' need (Cunningsworth, 1995; Lodhi & Akash, 2019; Xiang & Liu, 2018).

Based on the above discussion, however, to develop multimedia material for Advanced Grammar, it require the information about the students' need. This research at invesigating the students' response on teaching material based on interactive multimedia for Advanced Grammar subject.

B. Identification of the Problem

Based on the background of the problem above, the researcher idendify the following problems :

1. Students's interest in learning is low
2. Grammar textbook provided is not enough to make the students understand the materials clearly
3. The students uses their digital devices alot
4. Free internet access and technological facilities have not been properly utilized by the students and lecturers

C. Limitation of the Problem

Based on the identification of the problems above, there are two users of the study, the lecturers and the students. The reasearcher only focus on the students' response on teahing material based on interactive multimedia for Advanced Grammar subject.

D. Formulation of the Problem

Based on the limitation of the problems above, the formulation of the problem is " How is the students' response on teaching material based on interactive multimedia for Advanced Grammar subject?"

E. Research Question

Based on the formulatiom of the problems above, the research questions are:

1. What is the students' response toward Interactive Multimedia as teaching material and exercise?

2. What is the students' preference for interactive grammar materials?

F. Purpose of the Research

1. To find out the students' response toward Interactive Multimedia as teaching material and exercise

2. To find out the students' preference for interactive grammar materials.

G. The Significanse of the Reserach

The research findings are assumed to give contribution on Advanced Grammar lecurers and as well as the students in overcoming the learning problems and reaching the maximum learning ourcomes.

Theoritically, the result of this research would give some significanse for both sudents and lecturers. For the lecurers, they would consider the use of material based on interactive multimeda to support the learning. While for the students, they can comprehend English Grammar better through the innovative and upgraded teaching material. Moreover, this research can be used by the further researchers who have interest in conducting the similar or related topic as a reference.

Practically, the importance of conducting this research is to give contribution for creating and editing the design of teaching material based on interactive multimedia for Advanced Grammar subject.

H. Definition of Key Terms

Grammar   : the set of structural rules governing the composition of clauses, phrase, and the words in any given natural language.

Material: : a set of learning tools or tools, methods, limitations, and ways
                   of evaluating those that are designed systematically and
                   attractively in order to achieve the expected goals of achieving
                   competencies or sub competencies with all its complexities.

Multimedia   : the use of computers to create and combine text, graphics,
                   audio, and video that allows users to interact, create, and
                   communicate.

Interactive   :the interplay between the user and the program or media.
multimedia

Students'   : as the verbal or non-verbal reaction given by the students
response   related to the interactive multimedia as the teaching materials.