

CHAPTER I

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A. Background of the Study

In some developing countries, English is considered as a second language or foreign language. It is the principal language chosen for international business and communication between countries all over the world. English is also used in all sides of human activities from science, education, entertainment, politics and others.

Indonesia, as one of developing countries considers English as a language that should be learned by its people from the early ages. Some years ago, English was originally taught in high schools, and in the last decade it has been taught in primary or even pre-primary schools. In addition, parents have introduced English to their children in their early ages by giving them simple instruction or simple vocabulary. Some of them also send their children to language institutions to learn English at an age earlier than ever before. The important role of English was confirmed by the Indonesia's Minister of Education in his statement as quoted by Pramono (1996) that English is intended to provide students an opportunity to gain science and at the same time develop their knowledge of English in anticipation of the environmental condition which has been influenced by the development of

science, technology, arts, and cultures such that the knowledge of English is a demand.

The fact that English has been taught to the earlier ages, has some consequences, among others are: (1) English teachers should be more creative and should work hard in order to make the English teaching and learning process effective and attractive, (2) many books should be written in an attractive way in order to attract learners' motivation and attention to learn English, and (3) other learning resources (such as computer-based learning resources) need to be provided.

The use of computer as one of the implementation of technology development is able to support English teachers in dealing with teaching learning process and promoting the learning outcome. Nowadays many language institutions and schools use computers as a supporting means in language teaching and learning process. By utilizing computer technology some educators and trainers can create interactive learning media as an alternative and complimentary way to be used in English learning. They believe that using computer technology will reduce the students' boredom in learning languages, especially when it is designed carefully and attractively. Empirically, abundant research, studies, and class experiments in the use of information technology in language learning show that technology brought more advantages and development than disadvantages.

The technology that has been used mostly by educators and trainers is internet which is created on the concept of web. Using internet as learning

resources has some advantages such as: (1) it can be accessed by many people at the same time all over the world in unlimited time; (2) it can be used as distance learning which is used individually based on their own level or capability, and (3) it can be responded via e-mail to the trainers or educators.

Besides the advantages, however, there are some disadvantages of using internet as learning resources, such as it must be connected to the internet, but to get the access to the internet is costly. In addition, there are electronic learning resources that cannot be accessed via internet because the file size is too large to be uploaded and downloaded via the internet.

Considering that internet cannot be used for a large size file, many educators and trainers have designed and created learning materials in the form of software which can be accessed by all computers without internet connection as an alternative learning media. This kind of software is preferred by students and is even more popular among students because they are associated with fun and games and also because they are considered fashionable. The learners' motivation and independence, therefore, increases especially whenever a variety of activities are offered.

The existing learning software is intended to improve the conventional methods in language learning which primarily use textbooks that requires the presence of teachers in the classroom to convey the material. The teaching learning process which relies on books often causes students' lack of interest. Other weaknesses in books are also found such as the tests provided to assess the students' achievement in learning are not various and the feedback given

is very limited or not available at all. The most apprehensive aspect in conveying conventional teaching learning method is that it can only be held in a classroom setting.

Unlike books, electronic learning material that is effectively designed will facilitate the achievement of desired learning outcomes (Pramono, 1996). In addition, learning using computer will equip learners with a skill to choose the desired topic, based on their level of ability and will improve learners' motivation in learning.

However, not all electronic learning courseware available in the market are good because not all are carefully designed and are provided with adequate feedback. Feedback in a courseware is the most important aspect because without feedback a learner is left to perform with no sense of direction or measure of correctness (Cates, 1988). Carelessly designed courseware can even impede the effectiveness of learning.

The aforementioned facts have inspired the writer as an English teacher to develop an innovative and attractive electronic learning media as a means to convey learning materials in a computer-based mode with the aim at providing an interactive learning in a specific area which is delivered on a CD-ROM. Using CD ROM in electronic learning is more effective than using internet-based technologies. Electronic Learning is run either straight from a CD or flash disk or over local network; therefore, the constraint of the internet—slow download times for multimedia materials—may not apply. It

means that it has the potential to offer more advanced, interactive, multimedia learning experiences than it is currently reasonable to expect from the Web.

As mentioned above that the use of electronic courseware can be one of the ways to solve the difficulties of English learning in early ages, utilizing an effectively-designed courseware is recommended.

Based on research findings and some interviews with elementary school teachers, the learning problems that are frequently confronted by students are prepositions. It has been reported that prepositions have a reputation as one of the most troublesome areas in the learning of a second or foreign language (Jabbour-Lagoeki, 1990; Lindstromberg, 200). Students of English as a second or foreign language, including German speakers (Jabbour- Lagoeki, 1990) have particular difficulties with the correct use of prepositions in the target language. Based on the study conducted by Pramono (2004), students of elementary school in Surabaya also have difficulties in understanding and using English prepositions, especially motion prepositions. The fact that prepositions are predominantly problematic for some students in many parts of the world; it is also the case with the students of YPPI I Elementary School in Surabaya, especially the difficulty in using motion prepositions as reported by the teachers.

The fact that prepositions are problematic for students needs to be overcome because learning to use prepositions is fundamentally important in young learners' grammatical development (Tomasello, 1987).

Based on the above situation, an alternative way to learn prepositions (especially motion prepositions) is considered by utilizing computer technology to make the prepositions learning more effective and attractive. Accordingly, an interactive media in a form of CD-ROM has been developed by the writer. The decision has been made on the basis of some considerations, i.e., (a) electronic software can provide animations, whereas animated visualization are extremely suitable for motion prepositions (Galton, 2002), and (b) animated illustrations seem to be superior for the visualization and animations have the potential to be especially beneficial for instruction presenting dynamic contents (such as motion prepositions) because animated pictures can show information about two important visual attributes: motion and trajectory (Pramono, 2004).

B. Statement of the Problem

Based on the description presented on the background of the study, there are some problems which appear as follows:

- Many learners in YPPI elementary school level found difficulties in understanding motion prepositions when it is explained without visual display.
- Animated courseware can effectively facilitate the learning of English motion prepositions for an elementary school students; however, there are no animated courseware on motion prepositions for young English learners which provide clear explanation and exercises and feedback.

C. Objective of the Project Development

The above problems must be solved and accordingly the project aims at developing animated courseware (CD-ROM) that are specifically designed to facilitate learners of YPPI elementary school in learning motion prepositions in order to improve their learning achievement.

D. Expected Product Specifications

The product of this project is a courseware for teaching prepositions that has some specifications as follows:

1. It can be used to teach prepositions (as new material) as alternative media that can replace course-books or as a complement to course-books.
2. The material has specific components which can assist learners to learn easily and independently, as follows:

a. Attention-gaining Materials

The attention-gaining material is meant to attract learners' attention and arouse early motivation in learners so that they are motivated to learn in a positive manner. The use of pictures, animations and sound are expected to attract students' motivation.

b. Instructional Objectives

The courseware introduces learning objectives that contain general learning objectives and specific instructional objectives that can guide students to what they will learn and achieve.

c. Pretest

Pretest is an important component in an effective learning courseware because it is used to recognize the learners' knowledge about certain materials before learning the lesson using this product of development.

d. Tutorial

Tutorial also plays a significant role in a learning courseware because in tutorial the learner is provided with the theory of the material being discussed, and the detailed explanation of the material being discussed is clarified. The explanation of motion prepositions is presented in the form of a description which is completed with pictures and animations. The explanation is organised step by step in an attractive way so that learners can follow it.

e. Content

The content is also an important aspect. It is organized and presented in a way that can make the learners follow it easily. The content is organized based on the language functions.

f. Exercises

The exercises are directed to help learners in understanding the learning material and to be able to use the materials well. The exercises are completed with feedback.

g. Feedback

The feedback given in this study is directed to give responses to students' answers to the exercises so that the students can assess their ability in learning the material whether their answers are correct or wrong, and finally it can increase the learners' motivation in learning.

h. Other Components

Other components that can make the developed courseware attractive and easy to use by learners to increase their motivation in learning English are considered, such as the practicality to operate the courseware by the learners without the help of the teacher and the clarity of images, texts, and voice.

3. The product of this project is different from the coursewares that are sold freely in market, because this product is completed with learning objectives in each session and is provided with pretest and posttest.

E. Benefits of Courseware Development

Developing this electronic courseware is directed to overcome learners' difficulties in understanding and using motion prepositions. This study belongs to a development study aimed at complementing the existing computer-based learning media.

This study can also be as an adjunct to English learning processes that rely merely on books that require the presence of a teacher in the classroom.

This courseware can be accessed every time in indefinite pace as self-learning media based on the learners' own ability.

F. Assumptions and Limitations of the Development

This courseware that aims at helping students understand and use motion prepositions have been developed based on the following assumptions:

1. Instructional animation if properly designed can be used to enhance students' understanding of the learning content.
2. Developing animated learning courseware can be used to promote quality education.
3. A learning process using CD-ROM is properly used for computer literacy students.

This developed courseware has some limitations as follows:

1. The electronic courseware is limited merely to help students learn motion prepositions.
2. The product developed is limited to be used for young learners of English.
3. The study is intended to develop a self-learning media through CD-ROM.

G. Theoretical Framework

Two theories underlying the developed project are: Theory of Individual Learning and theory of Instructional Animation.

According to Merrill (2004) individual learning is the ability of individuals to experience personal growth in their interactions with the world around them. It is also said that a good learning resource is a learning resource that makes the learners learn individually without being influenced by others. The concept of individual learning cannot be separated from the concept of independent learning which considered that learners can make the decisions necessary to meet their own learning needs (Littlewood, 1997).

Theory of Instructional Animation says that animation can be an important instructional tool to attract and direct the learner attention and to represent dynamic domains (Park:1998). It can attract the learner to focus on the dynamic situation represented through the animation (Lowe, 1999). In other words, by using animations learners do not necessarily create mental situation by imagining the real situation. By doing so, the dynamic situation can be understood by learners and will eliminate the confusion with the dynamic situation.

H. Definition of Key Terms

Electronic Courseware

Electronic courseware is an educational material intended as kits for teachers or trainers or as tutorials for students, usually packaged for use with a computer. Courseware can encompass any knowledge area. (http://www.technewworld.com/it_glossary.htm).

YPPI (Yayasan Pengembangan Pendidikan Indonesia)

YPPI stands for Yayasan Pengembangan Pendidikan Indonesia, established in 1947 by Chinese Indonesian who cares about education for Surabaya people to support Indonesian Government program in developing the nation. This foundation provides education services from kindergarten to university level. It is led by Kresnayana Yahya, and it emphasizes the students' competences on the basis of Potential Multiple Intelligence. Students are trained to be independent and skillful.

The use of English and Indonesian as a communication language becomes the major principle of this education foundation to organize bilingual school program that starts from elementary school to senior high school. Besides that, the use of Chinese is the additional point for the children.

Motion Prepositions

Prepositions denote spatial relations, which are principally used to predicate constraints on such attributes as location, trajectory, orientation, direction, and disposition (Hersekovits, 1997). There are two kinds of prepositions, preposition of location, sometimes called preposition of place (Murphy, 1994); and preposition of direction, sometimes called motion prepositions (Nelson, 1995-1996). Motion preposition is a word that have a directional meaning. (Lindstromberg, 1997).

Location	Motion
at/on/in	across
upon	along
inside/outside	around
near	toward
beside	up/down
among	into (out of)
above	over
between	to/from
opposite	through

Table 1.1 Differences of Location and Motion Prepositions

I. Organisation of the Thesis

This thesis is divided into two different parts; the first is analytical process development and the second is the product development in the form of CD-ROM.

The analytical process development consists of five chapters, namely: Chapter I, introduction, which consists of : (a) background of study, (b) statement of the problem, (c) objective of the study, (d) expected product specifications, (e) benefits of courseware development, (f) assumptions and limitation of the development, (g) theoretical framework, (h) definition of key terms, and (i) organisation of the thesis.

Chapter II, review of related literature, which discusses: (a) electronic learning, (b) developing electronic learning, (c) characteristics of electronic courseware, (d) characteristics of English subject in elementary school, (e)

motion prepositions, (f) benefits of animation for the learning of motion prepositions.

Chapter III, development method, which consists of : (a) procedures of prototype development, and (b) product try-out.

Chapter IV, reports on the process and result of the development.

Chapter V, the last part of this thesis, presents discussion and suggestions.