DEVELOPING ELECTRONIC COURSEWARE
TO HELP STUDENTS OF YPPI ELEMENTARY SCHOOL LEARN
MOTION PREPOSITIONS

A THESIS

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Teachers' Compliments to the students of YPPI I Elementary School

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TABLE OF CONTENTS
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>TITLE</td>
<td>i</td>
</tr>
<tr>
<td>APPROVAL SHEET (1)</td>
<td>ii</td>
</tr>
<tr>
<td>APPROVAL SHEET (2)</td>
<td>iii</td>
</tr>
<tr>
<td>ACKNOWLEDGEMENTS</td>
<td>iv</td>
</tr>
<tr>
<td>TABLE OF CONTENT</td>
<td>vii</td>
</tr>
<tr>
<td>LIST OF TABLES</td>
<td>x</td>
</tr>
<tr>
<td>APPENDICES</td>
<td>xii</td>
</tr>
<tr>
<td>ABSTRACT</td>
<td>xiii</td>
</tr>
</tbody>
</table>

I. CHAPTER I: INTRODUCTION .................................................. 1
   A. Background of the Study .................................................. 1
   B. Statement of the Problem .................................................. 6
   C. Objective of the Study ..................................................... 7
   D. Expected Product Specifications ........................................ 7
   E. Benefits of Courseware Development .................................... 9
   F. Assumptions and Limitations of the Development ...................... 9
   G. Theoretical Framework ...................................................... 10
   H. Definition of Key Terms .................................................... 11
   I. Organisation of the Thesis ................................................ 12

II. CHAPTER II: REVIEW OF RELATED LITERATURE ............................ 14
   A. Electronic Courseware ....................................................... 14
      1. The Essence of Electronic Courseware .................................. 15
      2. The Benefits of electronic Courseware ................................15
      3. The Form of Electronic Courseware .................................... 16
   B. Developing Electronic Courseware ....................................... 16
      1. Analysis ........................................................................... 17
      2. Design ........................................................................... 18
      3. Development .................................................................... 19
      4. Implementation ................................................................ 20
      5. Evaluation ..................................................................... 20
   C. Characteristics of Good Electronic Courseware .......................... 20
      1. Attention-Gaining Material .............................................. 20
      2. Pretest and Posttest ....................................................... 21
      3. Learning objectives ....................................................... 21
      4. Tutorial .......................................................................... 22
      5. Content .......................................................................... 22
      6. Exercises ........................................................................ 22
      7. Feedback ......................................................................... 22
      8. The Practicality to Operate this Courseware ....................... 23
   D. Characteristics of English Subject in Elementary School ............. 23
E. Motion Prepositions ................................................................. 25
   1. Types of Prepositions ......................................................... 25
   2. The Usage of Motion Prepositions ......................................... 26

F. Benefits of Animations for the Learning of Motion Prepositions .... 27

III. CHAPTER III: DEVELOPMENT METHOD ..................................... 29

   A. Procedures of Product Prototype Development ........................... 29
      1. First Step: Decide the material to be developed through 
         Need Analysis..................................................................... 32
      2. Second Step: Identifying the Syllabus of the Material 
         to be developed................................................................. 32
      3. Third Step: Developing the electronic Courseware ..................... 32
      4. Fourth Step: Producing Electronic Courseware ........................... 36
      5. Fifth Step: Writing the Operating Manual 
         of the Courseware Developed............................................. 39
      6. Sixth Step: Conducting Evaluation by Experts 
         and Product Try-Out........................................................... 41

   B. Product Try-Out .................................................................... 41
      1. Design of Product Evaluation and Try-Out ................................. 41
      2. Subjects of the Product Evaluation and Try-Out ......................... 44
      3. Types of Data .................................................................... 45
      4. Instruments and Techniques of Data Collection ......................... 46
      5. Techniques of Data Analysis ................................................ 48
      6. Techniques for inferring data as the basis of revision ................. 49

IV. Chapter IV REPORT ON THE PROCESS AND 
   RESULT OF THE DEVELOPMENT .............................................. 50

   A. Report on the Process and Result of the Needs Analysis ............... 50
      1. Needs Assessment Data on the Necessity 
         to Develop Computer-Based Learning Material....................... 51
      2. Data Analysis .................................................................. 52

   B. Report on the Process and Result of the Development (Phase I) .... 53
      1. Result of Data Analysis from 
         Subject Specialist and Instructional Technologist .................... 54
      2. Revision of the Product (Revision I) ....................................... 69
      3. Revision of the Product (Revision II) ..................................... 76

   C. Report on the Process and Result of the Development (Phase II) .... 80
      1. Data of Individual Try-Out ................................................. 80
      2. Revision of the Product (Revision III) .................................... 86
D. Report on the Process and Result of the Development (Phase III)...
   1. Data and result of Grouped Try-Out ............................................. 86
   2. Data Analysis of Grouped Try-Out ................................................. 92
   3. Data of Pretest and Posttest from Grouped Try-Out ...................... 95
   4. Revision of the Product (Revision IV) ........................................... 96

E. Report on the Process and Result of the Development (Phase IV).... 97
   1. Data of Field Try-Out........................................................................ 98
   2. Data of Pretest and Posttest by students in the Field Try-Out........ 101
   3. Data of Teachers' Evaluation in the Field Try-Out.......................... 102

F. Summary of the Process of the Product Development
   and Conclusion of the Result of the Product Development .......... 104
   1. Summary of the Process of Product Development ......................... 104
   2. Conclusion of the Product Development Result ............................... 106

V. CHAPTER V DISCUSSION AND SUGGESTION .......................... 107
   A. Discussion on the revised product .................................................... 107
   B. Suggestions ....................................................................................... 112

BIBLIOGRAPHY ................................................................................... 113
APPENDICES ....................................................................................... 115
LIST OF TABLES

Diagram 3.1 Procedures of Product Development .............................. 31
Diagram 3.2 Design of Product Try-Out ....................................... 42
Diagram 3.3 Numbers and Characteristics of Subject Try-Out .......... 45

Table 4.1 Need Analysis Data..................................................51
Table 4.2 Data of the evaluation by Subject Specialist and Instructional Technologist about: Instructional Design Component............... 55
Table 4.3 Data of the evaluation by Subject Specialist and Instructional Technologist about: Attention-Gaining Material Component.............. 57
Table 4.4 Data of the evaluation by Subject Specialist and Instructional Technologist about: Pretest and Posttest ..........................................................58
Table 4.5 Data of the evaluation by Subject Specialist and Instructional Technologist about: The Learning Objectives .............................................62
Table 4.6 Data of the evaluation by Subject Specialist and Instructional Technologist about: The Tutorial .......................................................... 63
Table 4.7 Data of the evaluation by Subject Specialist and Instructional Technologist about: The Content ........................................................ 64
Table 4.8 Data of the evaluation by Subject Specialist and Instructional Technologist about: The Exercises....................................................... 65
Table 4.9 Data of the evaluation by Subject Specialist and Instructional Technologist about: The feedback....................................................... 67
Table 4.10 Data of the evaluation by Subject Specialist and Instructional Technologist about: The Practicality to Operate this Courseware............... 68
Table 4.11 First Revision..................................................................69
Table 4.12 Second Revision..........................................................76
Table 4.13 Data of Individual Try-Out on Attention-Gaining Material......................................................80
Table 4.14 Data of Individual Try-Out on Instructional Objectives..................................................81
Table 4.15 Data of Individual Try-Out on Pretest and Posttest.......82
Table 4.16 Data of Individual Try-Out on The Tutorial..................82
Table 4.17 Data of Individual Try-Out on The Content............... 83
Table 4.18 Data of Individual Try-Out on The Exercises...............84
Table 4.19 Data of Individual Try-Out on The Feedback...............85
Table 4.20 Data of Individual Try-Out on
The Practicality to Operate this Courseware 85
Table 4.21 Data of Grouped Try-Out on
Attention-Gaining Material 87
Table 4.22 Data of Grouped Try-Out on
Instructional Objectives 87
Table 4.23 Data of Grouped Try-Out on Pretest and Posttest 88
Table 4.24 Data of Grouped Try-Out on The Tutorial 89
Table 4.25 Data of Grouped Try-Out on The Content 89
Table 4.26 Data of Grouped Try-Out on The Exercises 90
Table 4.27 Data of Grouped Try-Out on The Feedback 91
Table 4.28 Data of Grouped Try-Out on
The Practicality to Operate this Courseware 92
Table 4.29 Data Result of Grouped Try-Out 93
Table 4.30 Score of Pretest and Posttest
done by the students in grouped try-out 95
Table 4.31 Data of Revision IV 96
Table 4.32 Data of Students’ Evaluation in Field Try-Out 98
Table 4.33 Score of Learners’ Pretest and Posttest
In Field Try-Out 101
Table 4.34 The data of Teachers’ Evaluation in the Field Try-Out 102
Table 4.35 Data of Process and Result
of the Product Development 105
APPENDICES

1. Needs Analysis Questionnaire .................................................. 1
2. Courseware Try Out:
   For Evaluator ........................................................................ 4
   For Students ....................................................................... 10
3. Questionnaire of Try-Out in Courseware on Motion Prepositions  .... 15
4. Script of the CD ROM ........................................................... 20
ABSTRACT


Advisor: YG. Harto Pramono, Ph.D.

Keywords: electronic courseware, YPPI Elementary School, motion prepositions

English is taught in Elementary schools as stated in the Competence-Based Curriculum 2004, and thus, it should be supported with adequate learning resources if a successful teaching-learning process should occur. However, facilities in YPPI Elementary School students are limited and this caused the students' achievement of YPPI Elementary School to be low. The main resources used in learning English are English Textbooks. There are no other resources like English software used in the teaching-learning process.

The reality shows that the limited learning resources have caused the learning of prepositions to be problematic for students. Therefore, it needs to be overcome because learning to use prepositions is fundamentally important in young learners' grammatical development.

An alternative way to learn prepositions (especially motion prepositions) is by utilizing computer technology to make the prepositions learning in YPPI Elementary school more effective and attractive.

In developing attractive learning media, the concept of independent learning and instructional animation are the basis of the study. It is supported by some components namely: attention-gaining material, pretest/posttest, instructional objectives, tutorial, content, exercises, and feedback.

There were six stages that had been followed in the process of developing this learning courseware as the product of this study, namely: (1) deciding the material which was going to be developed via the needs analysis, (2) identifying the syllabus of the material that was going to be developed, (3) developing the courseware, (4) producing the courseware, (5) arranging the guideline for operating the courseware, and (6) conducting the product try-out.

In order to produce a good quality courseware, an evaluation was done by experts and it was used as the basis for the first revision. Furthermore, a series of try-out by students were done and the results of the try-out were used as the basis for revision in order to improve the quality of the courseware: (1) individual try-out, and the result was used as the basis for the second revision, (2) grouped try-out, and the result was used as the basis for the third revision, and (3) field try-out, and the result was used as the basis for the fourth revision. The data of the try-outs were in the form of comments and suggestions.
The field try-out as the final try-out of this developed courseware shows that:

1. The evaluation of the English teachers on this developed courseware is good.
2. The field try-out that involves 22 students shows that in general this developed courseware is good, attractive, and is able to motivate the students to learn English.
3. The result of the pretest and posttest shows that there is an increase in the score of posttest (84.1%) compared with that of pretest (65.3%). The differences between the score of pretest and that of posttest is 18.8%.

The conclusion of the field try-out is that this developed courseware can be used as an alternative media for learning new material. It can be used to increase the students’ motivation in learning, to introduce the model of electronic learning using computer for young learners, and the material is appropriate for grade five in YPPI Elementary School to learn English motion prepositions.