DO STUDENTS NEED MULTIMEDIA BASED GRAMMAR 3 TEACHING MATERIAL?

APAKAH MAHASISWA MEMBUTUHKAN MATERI AJAR GRAMMAR 3 BERBASIS MULTIMEDIA?

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Abstract

This article presents a part of a study conducted to develop multimedia based teaching material for Grammar 3. It aims at describing needs and problems of students in learning Grammar 3 through a descriptive study. The data were gathered from the questionnaires distributed to the students who have taken Grammar 3 course. The result of the research conveys that 1) there is a gap between the objective of Grammar 3 course and the students' achievement in the class, 2) students get the problems in understanding Grammar 3 due to inappropriate teaching materials used in teaching and learning process, and 3) the students need a multimedia based teaching materials to improve their understanding and achievement in Grammar 3 course.

Key words/phrases: teaching material development, multimedia, need analysis, Grammar 3

Abstrak

Artikel ini merupakan salah satu bagian dari rangkaian penelitian pengembangan materi ajar *Grammar 3* berbasis multimedia. Penelitian deskrptif ini bertujuan untuk mendeskripsikan masalah dan kebutuhan mahasiswa terhadap materi *Grammar 3*. Oleh karena itu, data dikumpulkan melalui kuesioner yang disebar kepada seluruh mahasiswa yang telah mengambil mata kuliah *Grammar 3*. Hasil penelitian menunjukan bahwa 1) adanya ketimpangan antara tujuan pembelajaran *Grammar 3* dan kemampuan yang dikuasai mahasiswa; 2) mahasiswa mengalami kesulitan dalam memahami materi *Grammar 3* karena kurang memadainya materi yang digunakan dalam proses belajar dan mengajar; dan 3) mahasiswa membutuhkan materi ajar berbasis multimedia yang dapat membantu meningkatkan pemahaman dan kemampuan mereka pada materi *Grammar 3*.

Kata Kunci/frase: *pengembangan materi ajar, multimedia, analisis kebutuhan, Grammar 3*

A. INTRODUCTION

The development of technology has been growing all over the world. In education sector, the use of technology supports teaching and learning process. Computer, lap top and LCD contribute as teaching and learning media. Universitas Negeri Padang as an institution of higher education is also influenced by the development of technology, especially the development of using multimedia technology. For example, some subjects such as Listening, Writing, and Reading offered by English Department begin to use multimedia tool in the learning process. Even some courses have been made as the basis for the development of multimedia based teaching materials, such as ICT/ CALL and Listening Courses.

One of the compulsory subjects offered in the curriculum is Grammar 3. The main objective of this subject is to make the students understand and apply the role of Basic English grammar in spoken and written form. The students are required to be able to understand and use the basic role of grammar which later will help them to perform their grammar skill in spoken and written form.

Therefore, the lecturers of Grammar 3 should provide teaching materials from various sources such as: *Mosaic 2* written by Werner, P. K and Nelson (2007), *Understanding and Using English Grammar* written by Azar (2002), and *Oxford Guide to English Grammar* written by Eastwood (2002). However, the course still uses the conventional learning style so that it caused the emergence of boredom for students when taking this course, and the materials used are no longer effective to improve students' ability.

Teaching materials are all materials which are used by teachers and students to ease teaching and learning process, to develop knowledge and learning experience. Teaching materials can be in the form of text books, workbooks, recordings, CD Room, videos, newspapers, or any kinds of materials which present or inform the target language (Tomlinson, 1998:2). He also explains that general teaching materials include knowledge, skills and attitudes which students have to master to perform some basic competencies. Grave (2000:150) also explains teaching materials development is a procedure where teachers, instructors, create units and lessons to the general and specific learning outcomes

Nunan (1988:1-24) explains there are some principles to consider to do teaching materials development: 1) the material should be related to the curriculum; 2) it should be authentic; 3) it should stimulate the interactions; 4) it should give an experience to the language learners to the formal aspect of the language; 5) it should stimulate and support the students learning skills; and 6) it should support the students to apply their skills out of the class.

Tomlinson (2008:7-21) also supports Nunan's idea. He suggests fifteen points of developing teaching materials in language classroom. Most of these materials focus on the ease of the learners such as their confidence, learning styles, learning attitudes which cover intellectual, esthetic and emotional, and their learning outcomes. Besides, the material provided also need to give positive impact to teaching and learning process, and allow the silen period at the beginning of the lesson.

From those two opinions, it can be concluded that in developing teaching materials, the teachers should consider some important factors such as: the relation between the materials and the curriculum, the authenticity of the materials, the

impacts of the materials, the exercises and the opportunities to use the target language.

To design a teaching material, there is a question that should be answered "Why do these students need to learn Grammar?" The answer of this question can be revealed by analyzing the students' need. Hyland (2003:58) says that the term needs analysis is used to refer to the techniques of collecting and analyzing information related to the students' need. Need analysis is a continuous process in order to better accommodate the learning need of the students.

Furthermore, need analysis is one of the several activities undertaken in designing language learning curriculum. Nation and Macalister (2010:1-30) suggest that model of curriculum design consists of three outer circles (principles, the environment, requirement) associated with an inner circle (goal) which is supported by three components (content and layout sequence, format and presentation, monitoring and assessment). The outer circle covers theoretical and practical considerations that will provide the influence in guiding the real process of curriculum design.

Moreover, Nation and Macalister (2010:24) suggest some considerations in conducting need analysis. First, need analysis directs at the purpose and content of a subject or subjects. Second, need analysis needs to uncover what is already known by the students and what they need to know. Then, need analysis needs to create a belief that the subjects or courses contain matters that are relevant and useful for students. A good need analysis includes the right questions and finds the answers in the most effective way.

Needs analysis has a variety of purposes in language learning, namely: 1) recognizing the language skill of students so that they can carry out certain roles, 2) assisting teachers in determining the accuracy of instructional materials to the needs of potential learners, 3) selecting the students in one group that truly require specific language skills, 4) identifying someone potential opportunities in the group, 5) recognizing the gap between what the learners are able to do and what they have not been able to do, 6) collecting information about the experiences of specific learner (Richards, 2001:57-63)

Based on the explanation above, it can be stated that needs analysis is an activity in collecting and analyzing information regarding what students should learn, anything that the students have not understood, and anything they want to get from studying the particular subject such as Grammar.

Grammar is important to be learnt so that the language learners are able to give various kinds of word and parts of sentence. As stated by Yule (1985), "Grammar is a way of describing the structure of phrases and sentences which will account for all of term grammatical sequences and rule out all the ungrammatical sequences." Ur (1999) also emphasizes that grammar may be defined as the way a language combines words to form longer units of meaning. Therefore, grammar can be used as a means to describe the structure of phrases and sentences in the language correctly.

Furthermore, Thornbury (1999) explains, "Grammar is a process for making a speaker's or writer's meaning clear when contextual information is lacking."In order to deliver the idea in both oral and written communication, grammar is particularly needed especially if using simple words are not enough to express meanings.

In addition, Klammer, Schulz & Volpe (2000) state that grammar has a number of distinct meanings: (1) Grammar can be related to linguistic system that exists in a speaker's mind of a language; (2) Grammar also means a description of the

language system; (3) Grammar can also be defined as an ideal set of rules. Meanwhile, Hartwell in Weaver (2008) says that grammar is the structural elements and patterns of a language, regardless of whether anyone is aware of them; the rules that make a sentence not just a random string of words but a structure capable of communicating meaning. In other words, grammar is the system of rules in forming words and combining the words into sentences.

Thornbury (1999) suggests the need for the teaching of grammar. First, the teaching of grammar provides guidance to language learners to generate an infinite number of sentences. Secondly, the teaching of grammar provides immediate corrections to sentences containing doubt meaning. Third, the teaching of grammar can avoid the learners' sentence of fossilization mistake they made. Furthermore, Refnita (2006) conveys that having problems in understanding grammar will affect someone's ability to comprehend and produce both spoken and written English. Thus, it is essential that the students understand grammar well in order to help them with other English skills.

Basically, teaching grammar tended to be regarded as boring. There is a view that in the teaching of grammar, teachers or lecturers only explain the rules while the students are listening, memorizing rules and doing exercises. Celce-Murcia and Sharon (1988) have proposed some grammar communicative teaching techniques. In that sense, students are not overwhelmed by the rule or rules but they are given, so-called, comprehensible input.

Teaching materials are all materials which are used by teachers and students to ease teaching and learning process, to develop knowledge and learning experience. Teaching materials can be in form of text books, workbooks, recordings, CD Room, Videos, newspapers, or any kinds of materials which present or inform the target language (Tomlinson, 1998:2).

Multimedia is a combination of at least two media -input or output of data- to the audio media (voice, music), animation, video, text, graphic and image (Turban et al, 2002) or Multimedia is a tool that can create a dynamic and interactive presentation that combines texts, graphics, animation, audio, and video images (Robin and Linda, 2001). Multimedia as one type of media is also defined as the use of computers to create and combine text, graphic, moving image (video and animation) by incorporating a link that allows users to navigate, interact, create and communicate. This covers four components of multimedia. First, there must be a computer that coordinates what is seen and heard. Second, there should be a link that connects the user with information. Third, there must be a navigational tool that helps users browse the interconnected information networks. Fourth, it provides a place for users to collect, process, and communicate information with the idea. If one component does not exist, it is not the multimedia.

There are some influences of multimedia in learning. Turnbull and Lawrence (2002) in Naba'h (2012) state that the use of computer or multimedia in learning does not only promote visual, verbal and kinesthetic learning but also improve higher-level thinking and problem solving. In addition, the more exposure to repetition in learning is more likely to be achieved through the use of multimedia in learning and it can help students improve their linguistic development (Garcia, 2003). This exposure absolutely allows students to explore, discover, and make choices regarding their own learning process. In other words, the students independently determine what particular topics and how long they want to learn (Hartoyo,2008; Mohamad, 2009). Hence, multimedia learning can assist both quick and slow learners.

However, a research conducted by Mohamad (2009) reveals that not all items could be effectively learned by using multimedia. Sometimes the explanation given through multimedia is apparently not sufficient enough to help students in understanding certain grammatical aspects. She further elaborates that this fact might be influenced by the grammatical features of students' native language which are in fact basically different with those in English. Thus, face-to-face interaction is still needed in this case.

This study aimed at analyzing whether English Department students of UNP need multimedia-based teaching materials to assist them to understand grammatical concepts. In addition, the students were also aksed related to the the topics they highly need and those causing the most difficult problems for them. By doing this study, it was expected that the sufficient multimedia-based learning materials can be arranged to help students in learning grammatical concepts.

B. RESEARCH METHODS

The study took place in English Department of Universitas Negeri Padang in Grammar 3 classes. For this study, a total of 133 students participated in the research and development design. The researcher took the data from two kinds of instruments: questionnere and document analysis. The questioners were given to the lectures who taught Grammar 3 class and to the students who were taking this subject. The objectives of using the questioner was to find out the problems of the students in using grammar teaching materials and to find out students needs toward teaching materials in Grammar 3.

C. RESULT AND DISCUSSION

To reveal the importance of the concept and examples for students, there were 24 statements regarding to the item. The following table shows the score of the importance of the concept and examples for the students.

Table 1. Students score on importance of the concept and examples

No	Item	NI	LI	I	VI	Total	Index	Category
1	Simple sentences	60	53	17	3	133	1,72	Low
2	Compound sentences	34	72	23	4	133	1,98	Average
3	Complex sentences	20	78	32	3	133	2,14	Average
4	Compound sentence: Coordinating conjunction with clauses	6	81	43	3	133	2,32	Average
5	Compound sentence: Coordinating conjunction with phrases	6	73	49	5	133	2,40	Average
6	Compound sentence: Correlative conjunction	7	74	44	8	133	2,40	Average
7	Adjective clause: Replacement of subject and object	8	74	47	4	133	2,35	Average
8	Adjective clause: Restrictive vs Nonrestrictive clause	9	79	41	4	133	2,30	Average
9	Other Adjective clause construction	6	56	68	3	133	2,51	Average
10	Adjective clause to phrase reduction	6	56	65	6	133	2,53	Average
11	Adverb clauses and phrases of time (future, present, and past)	8	68	52	5	133	2,41	Average
12	Adverb clauses and phrases of reasons	6	64	58	5	133	2,47	Average
13	Adverb clauses and phrases of contrast (concession and opposition)	7	62	57	7	133	2,48	Average
14	Adverb clauses and phrases of purpose	6	62	62	3	133	2,47	Average

15	Adverb clauses and phrases of result	6	65	58	4	133	2,45	Average
16	Adverb clauses to phrases reductions	4	67	60	2	133	2,45	Average
17	Noun clauses: Direct and indirect speeches with statement and imperatives	12	66	51	4	133	2,35	Average
18	Noun clauses: Direct and indirect speeches with embedded questions	10	61	58	2	131	2,40	Average
19	Statements and requests of urgency	13	62	50	8	133	2,40	Average
20	Noun clauses to phrase reductions	10	56	62	5	133	2,47	Average
21	Hope vs Wish	33	66	32	2	133	2,02	Average
22	Subjunctive	10	69	49	5	133	2,37	Average
23	Conditional sentences (present real condition, present unreal condition, past unreal condition)	13	68	47	5	133	2,33	Average
24	Perfect modal auxiliaries	21	55	48	9	133	2,34	Average
	Average	2,33						Average

NI=Not Important, LI=less Important, I=Important, VI=Very Important

The above table describes that the concept and the examples in Grammar 3 materials are in the average level (2.33). All items like Coordinating conjunction with phrases with a score of 2.40, and Compound sentence with correlative conjunction shows the same score 2.40. Other adjective clause constructions have the score 2.51; meanwhile, adjective clause to phrase reduction with a score of 2.53, and all series of adverb clauses (adverb clause and phrases of time (future, present, and past)with a score of 2.48. This implies that the explanation about adjective clause to phrase reduction should be emphasized and important for the students. In addition, the explanation about Noun clause and how to reduce it into infinitive phrase is also needed for the students. It can be seen clearly that those two topics (adjective reduction and noun clause reduction are important to the students. Teachers should give more examples to these topics.

However, there was only one topic which was in the low level. It was simple sentence with the score 1.71. Probably students have understood how to construct simple sentence;therefore, there was no necessity to give detail explanation and example on this topic.

The second aspect of the need analysis is the topics presented in Grammar 3 course. The following table shows the score of topics/sub-topics that are considered important for the students.

Table 2. Students' score on the importance of the topic/sub-topics

No	Items	AN	S	O	VO	Total	Index	Category
1	Simple sentences	23	52	40	18	133	2,40	Average
2	Compound sentences	14	51	49	19	133	2,55	High
3	Complex sentences	11	52	50	20	133	2,59	High
4	Compound sentence: Coordinating conjunction with clauses	7	55	51	20	133	2,63	High
5	Compound sentence: Coordinating conjunction with phrases	8	51	56	18	133	2,63	High
6	Compound sentence: Correlative conjunction	6	55	48	24	133	2,68	High
7	Adjective clause: Replacement of subject and object	6	44	61	22	133	2,74	High
8	Adjective clause: Restrictive vs Non-restrictive clause	9	39	65	20	133	2,72	High

No	Items				Total	Index	Category
9	Other Adjective clause construction	5	39	66	23	133	2,80	High
10	Adjective clause to phrase reduction	7	44	64	18	133	2,70	High
11	Adverb clauses and phrases of time (future, present, and past)	4	46	61	22	133	2,76	High
12	Adverb clauses and phrases of reasons	4	43	61	25	133	2,80	High
13	Adverb clauses and phrases of contrast (concession and opposition)	3	40	69	21	133	2,81	High
14	Adverb clauses and phrases of purpose	3	47	60	23	133	2,77	High
15	Adverb clauses and phrases of result	6	34	72	21	133	2,81	High
16	Adverb clauses to phrases reductions	4	39	63	27	133	2,85	High
17	Noun clauses: Direct and indirect speeches with statement and imperatives	3	47	57	26	133	2,80	High
18	Noun clauses: Direct and indirect speeches with embedded questions	8	37	65	23	133	2,77	High
19	Statements and requests of urgency	6	44	58	25	133	2,77	High
20	Noun clauses to phrase reductions	7	44	60	22	133	2,73	High
21	Hope vs Wish	25	55	34	19	133	2,35	High
22	Subjunctive	11	49	53	20	133	2,62	High
23	Conditional sentences (present real condition, present unreal condition, past unreal condition)	6	46	60	21	133	2,72	High
24	Perfect modal auxiliaries	11	48	49	25	133	2,66	High
	Average	2,70						High

AN=Almost Never, S=Sometimes, O=Often, VO=Very Often

In contrast to the important of the concept and examples, the results show that the importance of topics/subtopics in Grammar 3 is in the very high level (2.70). It means that the students have problem to most of the topics/sub-topics in Grammar 3. The biggest problems are on the topic *Adverb Clause to Phrase Reduction* with the score 2.85, and *Adverb Clause and Phrase of Contrast and result* with the same score 2.81. These suggest that the students need to get more information about how to reduce adverb clause to phrase. Students also need to know kinds of subordinating conjunction used in these two adverb clauses, such as: although, even though, in contrast, as a result, therefore and so on.

The problems in Noun clause: direct and indirect speeches with the score 2.80 are also becoming serious issues in this research. These two topics give idea to the students about the expressions that they use in reported speech; how direct and indirect speeches are different; and how to construct indirect speech from reported speech. To construct reported speech, students also need to know the circumstance of the sentence. This circumstance deals with kinds of tenses when the action happens.

Furthermore, to reveal the important of tasks/exercises for the students, there are 20 statements regarding the tasks/exercises presented in the Grammar 3 course. The following table shows the score of tasks/exercises.

Table 3. Students' score on the importance of tasks/exercises

No	Items	NI	LI	I	VI	Total	Index	Category
1	Simple sentences	21	45	41	26	133	2,54	High
2	Compound sentences	13	45	50	25	133	2,65	High
3	Complex sentences	14	42	52	25	133	2,66	High

4	Compound sentence: Coordinating conjunction with clauses	5	53	48	27	133	2,73	High
5	Compound sentence: Coordinating conjunction with phrases	8	42	59	24	133	2,74	High
6	Compound sentence: Correlative conjunction	6	44	56	27	133	2,78	High
7	Adjective clause: Replacement of subject and object	8	41	61	23	133	2,74	High
8	Adjective clause: Restrictive vs Non-restrictive clause	7	44	49	33	133	2,81	High
9	Other Adjective clause construction	4	47	62	20	133	2,74	High
10	Adjective clause to phrase reduction	4	42	63	24	133	2,80	High
11	Adverb clauses and phrases of time (future, present, and past)	2	44	58	29	133	2,86	High
12	Adverb clauses and phrases of reasons	6	42	52	33	133	2,84	High
13	Adverb clauses and phrases of contrast (concession and opposition)	5	43	58	27	133	2,80	High
14	Adverb clauses and phrases of purpose	7	41	54	31	133	2,82	High
15	Adverb clauses and phrases of result	8	45	51	29	133	2,76	High
16	Adverb clauses to phrases reductions	2	45	56	30	133	2,86	High
17	Noun clauses: Direct and indirect speeches with statement and imperatives	7	43	53	30	133	2,80	High
18	Noun clauses: Direct and indirect speeches with embedded questions	3	46	56	28	133	2,82	High
19	Statements and requests of urgency	4	47	52	30	133	2,81	High
20	Noun clauses to phrase reductions	6	46	50	31	133	2,80	High
21	Hope vs Wish	12	43	51	27	133	2,70	High
22	Subjunctive	8	40	58	27	133	2,78	High
23	Conditional sentences (present real condition, present unreal condition, past unreal condition)	8	46	51	28	133	2,74	High
24	Perfect modal auxiliaries	8	47	51	27	133	2,73	High
	Average	2,76						High

The table above shows that all topics are at high category. Three of them are the highest scores. They are: adverb clauses and phrases of time (future, present, and past) with the score 2.86, adverb clauses to phrase reduction (score 2.86), and adverb clauses and phrases of reason (score 2.84). Adverb clauses to phrase reduction (score 2.86) is a topic that occupied the first position in the category of very high in the provision of diverse tasks. This task is extremely important because it is not easy for the students to construct adjective phrase from adjective clause. This reduction is dominantly used in every day language used.

Followed by a*adverb clauses and phrases of reasons* that ranks second place with the score 2.84. Therefore, it should be given a description of *adverb clauses and phrases of reasons and* the types of subordinating conjunctions used in this adverb of clause. Given the variety of exercises, it is expected that students will understand and use the correct *adverb clauses and phrases of reasons*

The fourth aspect of the need analysis is the problems faced by the students concerning with the task/exercises regarding the 20 statements of topics/subtopics in Grammar 3 course. The following table shows students' score on their problems related to tasks/exercises in Grammar 3 course.

Table 4. The score of the students' problems with the tasks/exercises

No	Items	AN	S	O	VO	Total	Index	Category
1	Simple sentences	69	50	10	4	133	1,62	Low
2	Compound sentences	41	68	22	2	133	1,89	Average
3	Complex sentences	35	71	21	6	133	1,98	Average
4	Compound sentence: Coordinating conjunction with clauses	16	84	32	1	133	2,14	Average
5	Compound sentence: Coordinating conjunction with phrases	14	81	36	2	133	2,20	Average
6	Compound sentence: Correlative conjunction	9	87	31	6	133	2,26	Average
7	Adjective clause: Replacement of subject and object	9	82	37	5	133	2,29	Average
8	Adjective clause: Restrictive vs Non-restrictive clause	9	74	43	7	133	2,36	Average
9	Other Adjective clause construction	4	75	49	5	133	2,41	Average
10	Adjective clause to phrase reduction	5	67	57	4	133	2,45	Average
11	Adverb clauses and phrases of time (future, present, and past)	5	78	47	3	133	2,36	Average
12	Adverb clauses and phrases of reasons	9	63	56	5	133	2,43	Average
13	Adverb clauses and phrases of contrast (concession and opposition)	12	61	54	6	133	2,41	Average
14	Adverb clauses and phrases of purpose	4	69	57	3	133	2,44	Average
15	Adverb clauses and phrases of result	6	67	54	6	133	2,45	Average
16	Adverb clauses to phrases reductions	3	65	58	7	133	2,52	Average
17	Noun clauses: Direct and indirect speeches with statement and imperatives	7	66	55	5	133	2,44	Average
18	Noun clauses: Direct and indirect speeches with embedded questions	6	65	55	7	133	2,47	Average
19	Statements and requests of urgency	10	70	45	8	133	2,38	Average
20	Noun clauses to phrase reductions	7	65	54	7	133	2,46	Average
21	Hope vs Wish	29	66	33	5	133	2,11	Average
22	Subjunctive	9	67	50	7	133	2,41	Average
23	Conditional sentences (present real condition, present unreal condition, past unreal condition)	7	72	46	8	133	2,41	Average
24	Perfect modal auxiliaries	13	68	44	8	133	2,35	Average
	Average	2,30						Average

AN=Almost Never, S=Sometimes, O=Often, VO=Very Often

Based on the table above, it can be concluded that the problem in doing exercises and tasks faced by respondents is in middle category with an average score of 2.30. Of the 24 points of statements developed, problem in tasks and exercises related to *Noun Clauses: Direct and indirect speeches with embedded questions* is in the top position with a score of 2.47, followed with the *Noun clauses to Phrase reductions* with a score of 2.46, and *Adverb clauses and phrases of result* with a score of 2.45.

The variety of exercises give more opportunities for students to practice in different types of exercises. They can get more understanding and comprehension about the topics given. Given different excise exposes the students to the real use of grammar in the real situation because grammar is how to construct sentence correctly in factual time.

The last aspect of the need analysis is the types of media and their importance for the students. To see this, 10 items of questions related to the media are given to the respondents. The following table shows students' score on the types of media related to Grammar 3 course.

Table 5. Types of media and their importance

No	Items	NI	LI	I	VI	Total	Index	category
1	Course book	1	6	89	37	133	3.22	High
2	Audio based materials	11	48	56	18	133	2.61	High
3	Power point presentation	7	22	80	24	133	2.91	High
4	Audio visual materials	8	42	64	19	133	2.71	High
5	Interactive multimedia based materials	2	29	74	28	133	2.96	High
6	Audio based task/exercise	17	57	46	13	133	2.41	Average
7	Written task/exercise	17	53	45	18	133	2.48	Average
8	Audio visual based task/exercise	9	51	59	14	133	2.59	High
9	Power point based task/exercise	8	29	79	23	133	2.83	High
10	Interactive multimedia task/exercise	10	26	65	32	133	2.83	High
	Average score						2.76	High

NI=Not Important, LI=less Important, I=Important, VI=Very Important.

The table above shows that course book is still the main media used in teaching grammar 3 for the students with the score 3.22. Furthermore, interactive multimedia based materials are most important media to be used in developing the teaching material for Grammar 3 course. Moreover, the tasks or exercises developed through interactive multimedia and power point are also important in the development of Grammar 3 teaching material.

From above findings, it can be stated that the materials mostly needed by students are related to clause to phrase reduction. Such findings are confirmed by Sjolie (2006) who conveys that it is advisable that the students understand how sentence 'pieces' can be manipulated and put into various forms for the purpose of the fresher writing. It means that the students do not only know the dependent clauses in complex sentences but also their reduction.

Concerning the problems, it revealed the similar finding that reducing clauses to phrase forms is the the most common problem faced by the students. This finding is in line with the research carried out by Lasaten (2014) who explains that the second most common problem committed by EFL learners in their writing deals with sentence structure.It was found out that his students were hardly able to identify the difference of sentence and fragment. It might be more confusing for them when observing sentences with reduced forms of dependent clauses. This also reaffirms the research findings of Yang (2013) which reveals that unlike native speakers, non native speaker of English especially elementary learners were not sensitive enough to different levels of sentence variation. They mostly encountered problems related to the reduced relative clauses.

Furthermore, Larsen-Freeman explains that 'grammar is about much more than form, and its teaching is ill served if students are simply given rules'. Thus, the use of multimedia can be one of solutions to make teaching grammar more efficient and not only focuses on grammatical rules.

F. CONCLUSION

The materials that are highly required and also become the main problems for students in learning Grammar 3 are related to phrase reduction. The gap is in concept and explanation, kinds of topics/sub-topics taught to the students, kinds of exercises of given to the students and kinds of multimedia used in teaching materials. Finally, multimedia is needed by the students in learning Grammar 3, and multimedia based teaching materials is also needed for teaching Grammar 3 to EFL students in State University of Padang. As it is suggested, the syllabus and teaching materials should be in accordance with what the students' need, the objectives of the institution, and the stakeholders' need.

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