STUDENTS' NEED ANALYSIS ON MULTIMEDIA BASED GRAMMAR 1 TEACHING MATERIAL

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Abstract

This article presents a part of a study conducted to develop teaching material for Grammar 1 Course on Multimedia based teaching material. The results described here are the students' problems and needs in Grammar course. It was a descriptive study to see students' needs on multimedia used in Grammar 1 teaching material. The data were taken from the questionnaire. The questionnaires were distributed to the students who have taken Grammar 1 course. The result of the research showed that 1) there is a gap between the objective of Grammar 1 course and the students' achievement in the class, 2) students get the problems in understanding Grammar 1 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 1 course.

Keywords: *Teaching material development, Multimedia, Need analysis, Grammar 1*

1. 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. State University of 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 CALL and Listening Courses.

One of the compulsory subjects offered in the curriculum is Grammar 1. 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 1 should provide teaching materials from various sources such as: *Grammar: Form and Function* written by Broukal (2004), *Interaction 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.

It would need to reform the course of this Grammar 1 course. For example, the lecturer of the course needs to renew instructional design, maximize the use of the latest media, and design learning materials are based on the use of the latest technology, especially multimedia. The development of multimedia-based learning materials is believed to train students so that they are capable of storing a variety of formulations grammar, for example, in memory of their length so that the mastery of grammar can be

increased to the maximum level. Thus the research and development of multimedia-based grammar teaching materials are needed to be done.

2. LITERATURE REVIEW
a) Teaching Materials

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). 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

b) The Principles of Teaching Materials Development

Nunan (1988:1-24) explains there are some principles to consider to do teaching materials development.

1) The materials should be related to the curriculum
2) The materials should be authentic
3) The materials should stimulate the interactions
4) The materials should give an experience to the language learners to the formal aspect of the language
5) The materials should stimulate and support the students learning skills
6) The materials 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. Some of them are:

1. The materials should give impact toward teaching and learning process
2. The materials should ease the learners.
3. The materials should develop students' self-confidence.
4. The materials should consider about students learning styles.
5. The materials should allow the silent period in the beginning of the lesson.
6. The materials should maximize students learning attitudes such as: intellectual, esthetic and emotional.
7. The materials should provide the learning outcomes or feedbacks.

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.

c) Need Analysis

To design a teaching material, there is a question 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,

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 concluded 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.

d)   Grammar and its Teaching

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.

Teaching grammar tended to be regarded as boring. There is a view that the teaching of grammar, teachers or lecturers only explain the rules or rules while the student or students 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 were given, so-called, comprehensible input. Input (sentences) spoken or written lecturers have meaning or context, is not separate without context.

e)   Multimedia
        Heinich, Molenda and Russell (1996) state that media in the learning activity can be defined as something that can bring information and knowledge in the interaction that takes place between the lecturers and the students. They also classify media in learning activities into: 1) the unprojected media, 2) projected media, 3) audio media, 4) video and movie media, 5) computer media, and 6) computer-based multimedia.
        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. The first is a multi-shapes, the form of representation is a combination of text, real image, or graph. The second is animation. Animation can be used to attract the attention of the students when used appropriately. The third is multi-sensory channels. With the use of media, the students are very possible to get exposure of teaching materials.

3.   RESEARCH METHOD
        The study took place in English Department of Padang State University in Grammar 1 class. For this study, a total of 164 students participated in the research and development design. The researcher took the data from two kinds of instruments: questioner and document analysis. The questioners were given to the lectures who taught Grammar 1 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 1.

4.   FINDING AND DISCUSSION
        To reveal the importance of the concept and examples for students, there were 20 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	Part of speech	22	73	43	18	156	2.37	Average
2	Sentence structure	27	80	46	14	167	2.28	Average
3	Count and uncounted noun	44	87	22	9	162	1.98	Average
4	Possessive form	56	62	35	1	154	1.88	Average
5	Articles	55	89	16	11	171	1.90	Average
6	Quantifiers	32	81	29	8	150	2.09	Average
7	Pronouns	55	80	22	6	163	1.87	Average

8	Verb forms	34	84	37	15	170	2.19	Average
9	Phrasal verbs	24	68	47	20	159	2.40	Average
10	Simple present tense	68	65	14	12	159	1.81	Average
11	Simple past tense	77	62	12	13	164	1.76	Average
12	Simple future tense	53	75	24	10	162	1.94	Average
13	Present continuous tense	48	75	30	6	159	1.96	Average
14	Modal verbs	39	81	38	5	163	2.06	Average
15	Positions of adjectives	23	71	60	10	164	2.35	Average
16	The order of adjectives	21	67	58	13	159	2.40	Average
17	Present and past participle	24	86	40	10	160	2.23	Average
18	Comparison	29	76	45	7	157	2.19	Average
19	Adverbs	31	81	42	4	158	2.12	Average
20	Preposition	15	81	37	3	136	2.21	Average
	Average score	**2.10**						**Average**

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

The above table describes the concept of Grammar 1 and its example is in the level of average (2.10). All items like *Part of Speech* with a score of 165, followed by *Sentence Structure* with a score of 167, *Article* with a score of 170, *Count and Uncounted Noun* with a score of 162, and *Quantifiers* with a score of 163. This implies that the explanation about Part of Speech and their components should be emphasized and important for the students. In addition, the explanation about Noun and the components in Noun are also needed to be explained to the students such as: Count and Uncounted Noun, Article, Quantifiers.

Furthermore, they also need a detailed explanation on Verb and Tenses such as *Simple Present Tense, Simple Past Tense, Simple Future tense, and Present Continuous Tense*. The explanation should be also provided with the examples.

The second aspect of the need analysis is the topics presented in Grammar 1 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	Item	AN	S	O	VO	Total	Index	Category
1	Part of speech	3	7	56	98	164	3.52	Very high
2	Sentence structure	0	6	64	92	162	3.53	Very high
3	Count and uncounted noun	2	17	88	57	164	3.22	High
4	Possessive form	2	19	78	64	163	3.25	Very high
5	Articles	2	27	76	57	162	3.16	High
6	Quantifiers	1	17	84	60	162	3.25	Very high
7	Pronouns	2	12	77	73	164	3.35	Very high
8	Verb forms	2	7	74	79	162	3.42	Very high
9	Phrasal verbs	2	12	64	84	162	3.42	Very high
10	Simple present tense	3	15	61	86	165	3.39	Very high
11	Simple past tense	3	13	63	86	165	3.41	Very high
12	Simple future tense	2	8	63	92	165	3.48	Very high

13	Present continuous tense	3	7	58	97	165	3.51	Very high
14	Modal verbs	0	12	68	83	163	3.44	Very high
15	Positions of adjectives	1	7	67	88	163	3.48	Very high
16	The order of adjectives	1	9	66	87	163	3.47	Very high
17	Present and past participle	4	7	64	88	163	3.45	Very high
18	Comparison	4	9	75	69	157	3.33	Very high
19	Adverbs	1	5	77	76	159	3.43	Very high
20	Preposition	1	11	79	68	159	3.35	Very high
	Average score	**3.39**						**Very 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 topics/subtopics in Grammar 1 is in the level of Very high (3.39), it means that the students have problem to most of the topics/sub-topics in Grammar 1. The biggest problems are on the topic *Part of Speech* with the score 164 (Index: 3.52), *Sentence Structure* with the score 162 (index: 3.53). These suggest that the students need to get more information on the Types of Parts of Speech and Sentence Structure like Subject, verb, Object and Compliment.

The problems in Tenses like *Simple Future Tense* (3.48) and *Present Continuous Tense* (3. 41) are also becoming serious issues in this research. These two topics give idea to the students about the expressions that they use in telling the action that happens in the future and in at the moment of speaking. For students, it is difficult to differentiate between the use of present continues and future action with *be+going to* .Therefore, it is important to give detail explanation about the difference between the two topics with the examples as well.

Furthermore, to reveal the important of tasks/exercises for the students, there are 20 statements regarding the tasks/exercises presented in the Grammar 1 course. The following table shows the score of tasks/exercises.

Table 3

Students' score on the importance of tasks/exercises

No	Item	NI	LI	I	VI	Total	Index	Category
1	Part of speech	1	9	70	84	164	3.45	Very high
2	Sentence structure	0	6	83	74	163	3.42	Very high
3	Count and uncounted noun	3	17	96	47	163	3.15	High
4	Possessive form	4	14	94	51	163	3.18	High
5	Articles	3	26	87	48	164	3.10	High
6	Quantifiers	2	16	90	52	160	3.20	High
7	Pronouns	1	24	78	59	162	3.20	High
8	Verb forms	3	11	76	72	162	3.34	Very high
9	Phrasal verbs	0	13	73	77	163	3.39	Very high
10	Simple present tense	5	14	69	74	162	3.31	Very high
11	Simple past tense	6	14	72	72	164	3.28	Very high
12	Simple future tense	3	13	72	76	164	3.35	Very high
13	Present continuous tense	2	12	70	79	163	3.39	Very high
14	Modal verbs	2	14	73	75	164	3.35	Very high

15	Positions of adjectives	0	10	76	76	162	3.41	Very high
16	The order of adjectives	1	10	72	78	161	3.41	Very high
17	Present and past participle	1	11	72	80	164	3.41	Very high
18	Comparison	1	11	89	59	160	3.29	Very high
19	Adverbs	0	12	80	68	160	3.35	Very high
20	Preposition	3	11	79	68	161	3.32	Very high
	Average score	**3.31**						**Very high**

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

The table above shows that 15 topics are on very high category. Only 5 topics at high category, they are: count and uncounted noun (score 3.15), the possessive form (score 3.18), Articles (score 3.10), pronoun (score 3.20), and quantifiers (score 3.20). *Part of speech* 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 Part of speech is the basis of the discussion of grammar.

Followed by a *Sentence Structure* that ranks second (score 3.42). Therefore, it should be given a description of the types of sentences and structure of a standard sentence is like. Given the variety of exercises, it is expected that students will understand and use the correct sentence structure.

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 1 course. The following table shows students' score on their problems related to tasks/exercises in Grammar 1 course.

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

No	Item	AN	S	O	VO	Total	Index	Category
1	Part of speech	14	79	54	17	164	2.45	Average
2	Sentence structure	14	87	53	9	163	2.35	Average
3	Count and uncounted noun	42	93	22	5	162	1.94	Average
4	Possessive form	47	74	39	3	163	1.99	Average
5	Articles	46	94	20	4	164	1.89	Average
6	Quantifiers	20	89	45	5	159	2.22	Average
7	Pronouns	51	88	23	2	164	1.85	Average
8	Verb forms	30	86	14	1	131	1.89	Average
9	Phrasal verbs	16	75	63	7	161	2.38	Average
10	Simple present tense	72	69	18	5	164	1.73	Average
11	Simple past tense	61	78	19	6	164	1.82	Average
12	Simple future tense	54	67	35	7	163	1.97	Average
13	Present continuous tense	50	68	41	5	164	2.01	Average
14	Modal verbs	38	75	43	7	163	2.12	Average
15	Positions of adjectives	11	81	63	9	164	2.43	Average
16	The order of adjectives	10	77	66	7	160	2.44	Average
17	Present and past participle	28	77	48	9	162	2.23	Average
18	Comparison	26	78	52	4	160	2.21	Average

19	Adverbs	21	92	44	5	162	2.20	Average
20	Preposition	20	92	43	5	160	2.21	Average
	Average score	**2.12**						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 2.12. Of the 20 points of statements developed, problem in tasks and exercises related to *Part of Speech* is the top position with a score of 2.45, followed with the *Order of the Adjective* with a score of 2.44, and *Phrasal Verb* with a score of 2.38.

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 1 course.

Table 5
Types of media and their importance
NI=Not Important, LI=less Important, I=Important, VI=Very Important.

No	Item	NI	LI	I	VI	Total	Index	Category
1	Course book	11	12	77	65	165	3.18	High
2	Audio based materials	18	57	58	27	160	2.58	High
3	Power point presentation	17	74	52	19	162	2.45	Average
4	Audio visual materials	11	53	74	24	162	2.68	High
5	Interactive multimedia based materials	14	40	72	37	163	2.80	High
6	Audio based task/exercise	31	68	48	13	160	2.26	Average
7	Written task/exercise	35	70	46	13	164	2.22	Average
8	Audio visual based task/exercise	25	73	50	13	161	2.31	Average
9	Power point based task/exercise	28	76	38	13	155	2.23	Average
10	Interactive multimedia task/exercise	13	56	49	21	139	2.56	High
	Average score						**2.53**	High

The table above shows that power point presentation, interactive multimedia based materials are most important media to be used in developing the teaching material for Grammar 1 course. Moreover, the tasks or exercises developed through interactive multimedia and power point are also important in the development of Grammar 1 teaching material.

5. CONCLUSION

The result showed that there was a gap between teaching materials of Grammar 1 course and the students' problems and needs. 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 1, and multimedia based teaching materials is also needed for teaching Grammar 1 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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