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

A THESIS

BY :

LUSIA ENI PUSPANDARI
8212704.004

UNIVERSITAS KATOLIK WIDYA MANDALA SURABAYA
PROGRAM PASCASARJANA
PROGRAM MAGISTER PENDIDIKAN BAHASA INGGRIS

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(1)

This thesis entitled Developing Electronic Courseware to Help Students of YPPI Elementary School in Understanding Motion Prepositions.

Prepare and subtitled by Lusia Eni Puspandari (8212704.004)
Has been approved to be examined by the board examiners for acquiring
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by the following thesis advisor.

Y.G. Harto Pramono, Ph.D
Thesis Advisor

APPROVAL SHEET
(2)

Teachers' Compliments to the students of YPPI I Elementary School

Written and submitted by Lusia Eni Puspandari (8212704.004) for acquiring the Master's Degree in Teaching English as Foreign Language by the following Board of Examiners on oral exam, April 17, 2007

Prof. Dr. Wuri Soedjatmiko
Chairperson

Y.G. Harto Pramono, Ph.D
Member

Dr. Agustinus Ngadiman
Member

Prof. Dr. Wuri Soedjatmiko
Director of Graduate School

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ABSTRACT

ABSTRACT

Lusia Eni Puspandari. 2007. *Developing Electronic Courseware to Help Students of YPPI Elementary School Learn Motion Prepositions*. The Englsih Program. Graduate School. Widya Mandala Catholic University, Surabaya.

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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.