

CHAPTER 1

INTRODUCTION

1.1 Background

In this modern era, technology is very useful for human being. Technology develops rapidly by times and it cannot be pulled up since humans always come up with new innovation. In connection with this digital era, technology can easily be found anytime and anywhere. It even has been bound to humans' life, because technology can be used in various sectors such as transportation, communication, commerce, health, and even education.

Technology can be utilized in order to improve learning and teaching process for the better use of educational sector, especially in language learning. It can be used to find and even create varied teaching resources and engage students' interest in learning. In classroom, teachers have to understand the range of ways in which technology that can present content creatively (Henriksen, Mishra, & Fisser, 2016). There are several technologies that commonly used in language teaching and learning, such as radio, television, podcast, computer, internet and so on. Students and teachers can find countless learning materials from those technologies. Therefore, technology is very useful in language teaching and learning.

In English language learning, grammar is included as one of the most important knowledge. Grammar is a system of language that rule how the words are structured. In Jambi University, precisely English education program, grammar is listed as one of the compulsory subjects for first year students for current curriculum. Since they are majoring in English education program, students definitely need to master grammar, as it is one of basic skills needed in order to learn language, especially English as their major. In acquiring this knowledge, students need a lot of

effort because this subject is quite challenging and cost a lot of time. Based on researcher's investigation for the first year students of English education study program Jambi University, students tend to rely on the lecturer's explanation at grammar class and most of students rarely do any individual learning outside the class.

Self learning can be defined as a condition where students actively looking for information or solution needed and find their way to master it (Zimmerman, 2010). To do self-learning, students need a learning media that can assist them, such as textbook, video, podcast, song, newspaper and many more. Learning media is a medium that can stimulate students in learning to make teaching and learning process become easier and more fun. Due to the growth of technology, students can apply it to be an interesting learning media for their needs.

Multimedia technology brings positive impact in increasing learners' initiatives and improving learning and teaching process (Pun, 2013). One of multimedia technology that can be used is motion graphic video. Motion graphic is a combination of graphic design, illustration, typography, and videography techniques in one video. It is included as one of animation styles other than cartoon, Japanese anime, 3D animation, stop motion, and so on. Based on the researcher's observation on internet, motion graphic video often being chosen as a media for promotion, advertisement, and even learning. Moreover, the researcher also found quipper.id as one of education start up that use motion graphic video as their educational content. From that, the researcher become interested in developing motion graphic video prototype as a media to learn grammar.

Motion graphic can be an alternative media in learning grammar for several reasons. First, it allows to create a visualisation from the explanation and example given. Second, motion graphic is capable in attracting students' interest in learning. Third, this learning media can be accessed

anywhere by the students on their gadget. The researcher believes that learning media which may support students in their self-learning grammar process need to be developed. Therefore, the researcher conducted a research about “Developing Motion Graphic Video Prototype as a Supplementary Grammar Learning Media in English Education Study Program Jambi University”.

1.2 Research Questions

To guide the research, a research question is formulated as follow: How is the process of developing motion graphic video prototype as a supplementary grammar learning media by following deductive approach in English education study program Jambi University?

1.3 Research Purpose

The purpose of this study is to describe the process of developing a motion graphic video prototype that can be used by students as a supplementary media in their Individual grammar learning, especially for the students of English education study program in Jambi University. In developing this supplementary learning media, the researcher followed deductive learning approach as the guidance based on the result of need analysis.

1.4 Limitation

There are some limitations in this research:

1. This research focus on developing a grammar learning media in form of motion graphic video for the first-year students of English education study program in Jambi University.
2. The ADDIE (Analysis, Design, Development, Implementation, Evaluation) steps were terminated until implementation stage due to the limitation of time.

3. The developed product is supplementary learning media. Furthermore, this research limited on examining the usability of this learning media.

1.5 Significance of the Research

The result of this product is expected to be useful for students who need a self-learning for grammar subject. Then, this research might be used as a reference for other researchers who are conducting a research related to this topic.

1.6 Definition of Key Term

1. Motion graphic is the combination of several images that create a new form of video (Trish & Meyer, 2008).

2. Supplementary learning media is a learning media that is created for additional learning source and can be used by students to do independent learning.

3. Grammar learning is a process of acquiring grammar knowledge

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

The motion graphic video was developed based on the development of technology that can be integrated as a learning media and learners' need of supplementary learning media that can be used in individual learning. The procedure of developing motion graphic video prototype as supplementary grammar learning media for the first year students of English education study program in Jambi University followed stages in ADDIE model proposed by Lee & Owen. The stages started from analyzing students' need through questionnaire, designing the product,

developing the motion graphic video, and implementing the motion graphic video. The stages were terminated until implementation due to the limited of time.

The product had been validated by material and media experts, but with several suggestions for revision. After the product was implemented, the researcher got a feedback from the participants through the interview. The feedback consisted of students' opinion, the deficiencies of the product, and suggestions to improve the product. This motion graphic video can be one of the resources for students to do individual learning for grammar subject. It can be accessed in the researcher's youtube channel <https://www.youtube.com/watch?v=QazV7I4MFuI&t=272s>.

5.2 Suggestion

The research showed the process of developing motion graphic video prototype as a supplementary grammar learning media by following deductive approach. The motion graphic video is expected to be able to help students in individual learning for grammar subject. Therefore, the researcher suggested to the first year students of English education study program Jambi University to use the video as an additional resource in learning grammar with the improvement needed. Hopefully, this learning media can be an alternative for students to do individual learning in this modern era.

This research was done until implementation stage and the product was developed based on the students' need and suggestions from the experts. Therefore, the further researcher who want to find out the effectiveness of motion graphic video in learning grammar can conduct this research further because there was no evidence for the effectiveness of the developed learning media yet in this research. The result of this research hopefully able to be used as one of references for further research.