ABSTRACT

In present days, many hypertext applications are developed to link and communicating their information to others. Due to the rapid development of hypertext and information, the educational institutions should be able to adopt the advantages of hypertext for improving student’s learning strategy. The uses of hypertext in learning strategy cause the improvement in providing connected information and a new way of reading and writing.

This thesis investigates the development of hypertext application and observing the improvement of learning activity by using hypertext. The development model involves analyzing document, designing hypertext model, and implementation by using a thesis writing as an object source document. Besides, there is a statistical evaluation to compare condition before and after the system applied. The learning strategies that will be assessed are SQ3R activities (Survey, Question, Read, Recite, Review). Improvement measurement will include task time, task errors, memory, time recalling sitemap, and subjective judgment. The best improvement 96% is achieved in reading activity while in survey, question, and review activities the improvements are about 40% – 45%. The least improvement 6% is achieved in recite activity. The results also indicate that hypertext significantly improves student’s learning activities in reducing task time, errors rate, and increasing subjective opinion comparing to paper version while in memory measurement, hypertext does not achieve improvement.

Keywords: Hypertext, SQ3R, task time, errors rate, memory, subjective judgment