

**DEVELOPING MULTIMEDIA INSTRUCTIONAL MATERIALS  
FOR SPEAKING SKILL**

**THESIS**

Presented to

State Islamic Institute of Kediri

For the Degree of *Magister* in English Language Education



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**2020**

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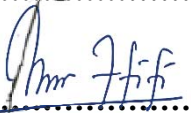
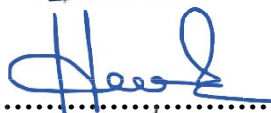
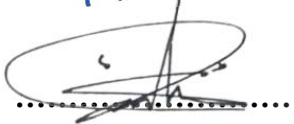
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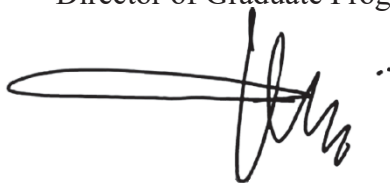
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**MOTTO**

**"DO YOUR BEST**

**AND**

**GOD WILL DO THE REST"**

## **DEDICATION SHEET**

This Thesis is dedicated to:

My beloved Parents

(H. M. Yasin & Hj. Umi Harijati)

My beloved Family

(Haris Anwar Hadi, Kenar Lituhayu Al Harfy, and Rasikhan Atmaja Al Harfy)

My Big Family

My Great Members of TBI 2018

*Thank you very much for your prayer, endless love, support and great life that  
have never stopped until now for me.*

## ACKNOWLEDGEMENTS

In the name of Allah SWT, the Most Gracious and the Merciful who always guides and blesses me, I could finish my thesis entitled DEVELOPING MULTIMEDIA INSTRUCTIONAL MATERIALS FOR SPEAKING SKILL well. May Shalawat and Salam always deliver upon our prophet Muhammad SAW, who has been a good model in our life.

I realize that my thesis would never be completed without the help of other people. Therefore, the researcher would like to give appreciation to:

1. Dr. Nur Chamid, MM as the Rector of State Islamic Institute of Kediri
2. Prof. Dr. Nur Ahid, M.Ag as the director of Pascasarjana of State Islamic Institute of Kediri
3. Dr. Toyyibah, SS. M.Pd as the chief of English Department Pascasarjana IAIN Kediri
4. Dr. Fathor Rasyid M.Pd. as the first advisor who always gives some advice to make this thesis correct and better
5. Dr. Sri Wahyuni, M. Pd as the second advisor who gives suggestion to the researcher in writing this thesis
6. All of staffs in master office, academic office, and Library of IAIN Kediri who let support the researcher in the process of finishing this thesis.
7. My honorable all of the lecturers in Pascasarjana English Department of IAIN Kediri who patiently give me much knowledge for several years
8. Lukmanul Hakim, S.H. as the headmaster of MA Darussalam Krempeyang Tanggunganom Nganjuk, who gives permission to conduct this research

9. All friends of Pascasarjana in English Language Department of IAIN Kediri  
2018
10. All of people that help the researcher to complete this thesis, thank you so much  
for your attention, support, help, and guidance in finishing this thesis.

Finally, I truly realized that this thesis still needs constructive criticism and suggestion from the readers in order to make it better and hopefully useful for the readers especially for the English Language Education students. Therefore, I would welcome any opinions and suggestions for the improvement of the thesis.

Kediri, 15 February, 2021

A handwritten signature in blue ink, appearing to be 'J. W. S.', written in a cursive style.

The Writer



## ABSTRACT

Yustikasari, Vilasofia.. 2021. *Developing Multimedia Instructional Materials for Speaking Skill*, School of Graduate Program State Islamic Institute of Kediri. Advisors: (I) Dr. H. Fathor Rasyid, M.Pd. (II) Dr. Sri Wahyuni, M.Pd.

**Keywords:** Multimedia, Instructional materials, Speaking skill.

The use of new information tools, such as podcasts, blogs, and streaming video and audio involved the learners in teaching speaking actively. The presence of visual media presents different learning experience which can stimulate students to think creatively so that they always get new idea to express when they want to speak. Besides, multimedia applications such as photo-sharing, video-publishing, and map-making program can also engage the learners giving them opportunities to demonstrate their mastery of a concept and reinforce their literacy skills to create their own content. The objective of this research is to find out the suitable contents of English interactive multimedia and to develop the criteria for well-designed English interactive multimedia for students of 10<sup>th</sup> Grade of MA Darussalam Krempyang Tangjank. Krempyang Tangjank.

This research is a Research and Development (R and D) study. The instruments in collecting the data were first and second questionnaire and interview. The first questionnaire was used to get the students' needs. It was analyzed qualitatively. The second questionnaire was used to get the data about the quality of the media from the students and the teachers. It was analyzed quantitatively. The researcher used unstructured interviews. It was flexible and more informal to get deeper the student' needs. The research procedures were adopted from the model proposed by Taylor, Namely the ADDIE (Analysis, Design, Development, Implementation, and Evaluation) model that was commonly used in the interactive multimedia. The analysis step consisted of selecting topics and objectives, designing the course grid, and the materials. The development step was designing flowchart and the storyboard, developing media and validating by experts. The design of the media was validated by the media expert. After the media was validated by the experts, the researcher revised the media based on the experts' feedback. The feedback from the media expert were related to learning goals, the activities in the *Let's Start* and *Let's Study* activities, *Evaluation*, and *How Much Have You Learnt?* And the feedbacks from the media expert were related to the icon. The implementation dealt with the tryout of the interactive multimedia to the 10<sup>th</sup> grade students. And the researcher tested the developed media to 28 students and two English teachers.

The result shows that the suitable contents of English interactive multimedia are that the contents of materials should match with standard competency and basic competency. The criteria of well and fitly designed media quality are categorized into three aspects: content aspect, media aspect, and interactivity aspect. The developed English interactive multimedia is concluded to be appropriate to be used in the teaching learning process because all aspects were category into Good. (Content Aspect 35, Media Aspect 53 and interactivity Aspect 22). In conclusion, the developed English interactive multimedia is appropriate and feasible to be used in the teaching-learning process. The English interactive learning media that has been produced is distributable and downloadable in a storage cloud through Google drive.

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# CHAPTER I

## INTRODUCTION

### A. Background of the Study

The development of information and communication technology influences the development of learning media, including in the elements of learning. One of the educational elements in digital era is the use of multimedia. The main application of interactive multimedia for instruction is in an instructional situation where the learners are given control so that they could review all of the materials based on their own space and in keeping with their own individual interests, needs, and cognitive process. The objective of interactive multimedia material is not to replace the role of teacher, but it can enhance and strengthen the impact of activities in the field and in the classroom.

The use of new information tools, such as podcasts, blogs, and streaming video and audio to attract the learners and effectively show some concepts as well as to strengthen media literacy technologies. Besides, multimedia can also engage the learners, such as photo-sharing, video-publishing, and map-making program, to give them opportunities to demonstrate their mastery of a concept and reinforce their literacy skills to create their own content. Technology is a mean that can help students gain experiences like in the real world. This situation is because students can see pictures with various models, both real and not real. Technology provides virtual reality because it helps students understand topics by looking at the pictures, they can be immersed in learning activities. According to Jonassen virtual reality provides a different way to see and experience information, which is dynamic and direct.<sup>1</sup> It is also a tool for building modeling and troubleshooting. VR has the potential to become a tool for experiential learning. That the virtual world is interactive. It responds to the actions of the virtual Reality user evokes the feeling of immersed, perceptual and psychological feelings of being in the digital environment which are presented to the senses.

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<sup>1</sup> David H Jonassen, *Handbook of Research on Educational Communication and Technology* (New Jersey: Lawrence Erlbaum Associates, Inc, 2008).