

# 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).

Furthermore, enhancing speaking skill can be achieved by many techniques. For this reason, there are many instructional design models that are offered. One of them is ICT-based instructional materials in the form of multimedia power point presentation. It is necessary since instructional material is believed to be very important in the smooth running of teaching and learning system so that the learning objectives can be achieved well. Hence, many things are included to support the success of teaching and learning in the classroom.

In addition, Brown states that speaking is an interactive process of constructing of the meaning that involves producing and receiving the process of information.<sup>2</sup> Its form and meaning are depend on the context in which it occurs, including the participants themselves, the physical environment, and the purposes for speaking. It is often spontaneous, open-ended, and evolving. However, speech is not always unpredictable. Moreover, Brown said that speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. Speaking involves some components of language, such as spelling, pronunciation, vocabulary, and punctuation.<sup>3</sup>

Broadly speaking, it can be argued that the learning materials (supplementary instructional materials) are the knowledge, skills, and attitudes that must be mastered by learners in order to meet the standards of competence specified. Learning materials occupies very important position of the whole curriculum, which should prepared in order to achieve the implementation of learning objectives.

According to The Ministry of Education in National standard of content, the objectives of English learning in senior high school are to develop communication skill verbally and in writing, to foster an awareness of the nature and importance of English as one of the foreign languages to become the main tool of learning, and to develop understanding of the relationship between language and culture and

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<sup>2</sup> H. Douglas Brown, *Principles of Language Learning and Teaching 4<sup>th</sup> Edition*, (New York : Longman Inc, 2001), 271-274.

<sup>3</sup> *Ibid..*

broaden cultural horizons. English is used as a means to enable students to communicate for solving problems in their daily communication.<sup>4</sup>

In order to have a good speaking skill, students need to have sufficient language input from the teacher and environment as well. Spending more time to practice and opportunities to speak are also essential to enlarge language input. Regular practice is also considered to have contribution to the mastery of speaking. Further, Hedge emphasizes that oral practice should be occupied by far the greater part of the average class period.<sup>5</sup> It is the vital part of the lesson in which new patterns become 'internalized' and 'automatic'. Students will automatically utter the new patterns of language since they understand and often use it. However, the fact shows that there are many Indonesian students who cannot speak well and do not participate actively in classroom practices. In addition, the students do not have much time to practice their speaking ability since the schools have limited school hours and limited sources available.

Using multimedia is one of the efforts to improve the students' achievement. Teaching the speaking skill needs multimedia to make the teaching and learning process easy and interesting. Both the teacher and students need a lot of exposures to the target language and many opportunities to practice it. Language is a means of communication; students have to be accustomed to producing English orally in the classroom even in a very simple way, such as answering routines. Therefore, the teacher should help the students to build their confidence in practicing speaking and they can learn about the language, even individually at home. In this case, the teacher can use the development of Information and Communication Technology (ICT), such as interactive multimedia, for teaching and learning activities.

There are many advantages of interactive multimedia in the English teaching and learning process. Firstly, the students will be motivated to learn English because they will not be bored. Secondly, the students can comprehend and understand the materials easily because the English interactive multimedia can

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<sup>4</sup> Depdiknas, Kurikulum 2013: *Standar Kompetensi Dasar Mata Pelajaran Bahasa Inggris Sekolah Menengah Atas* (Jakarta : Department Pendidikan Nasional, 2013)

<sup>5</sup> Tricia Hedge, *Teaching and Learning in the Language Classroom* (Oxford: Oxford University Press, 2000).

provide video, animation, graphics and audio. By using video and audio, they can listen to the dialogues directly. Therefore, they can improve their listening, speaking and pronunciation. Graphics and animation can be used to catch the students' attention. Thirdly, the students can learn independently, whenever and wherever they want. The last is that the English teachers will have variations in teaching, so they can avoid a monotonous teaching-learning process.

Based on the need analysis done previously in MA Darussalam Krempyang Tanjunganom Nganjuk, the researcher found that the teaching and learning process of speaking had limited learning sources or it can be said there are no learning sources available. Moreover, based on an interview with two English teachers, the source book provided is not enough to fulfill the standard of content and the students' need. The students' interests toward speaking activities in class are low. The students get difficulty and remain silent when the teacher tries to evoke them to speak. The students are provided with limited speaking activities. According to Block, to provide interesting activities, it is necessary to have teacher-produced materials which are contextualized.<sup>6</sup> For many teachers, designing or adapting their own teaching materials enables them to take into account their particular learning environment and to overcome the lack of 'fit' of the source book.

The purpose of this study is to know what is the multimedia based instructional materials for speaking skill that is fit for students MA Darussalam Krempyang. Simply, the final product is in the form of multimedia which made from office 2019 through power point in developer mode. To make the interactive multimedia, the developer needs VBA Macro to reprogram the slide becoming interactive material in power point. Visual Basic for Applications is code programing which drive the slide to be what developer instructed in the slide. In result, the developer is able to make interactive, colorful, and eye-catching multimedia instructional material for senior high school students. Therefore, this study focused on the tenth-grade students of MA Darussalam Krempyang Tanjunganom Nganjuk in academic year 2020-2021. The study entitled Developing Multimedia Instructional Materials for Speaking Skill.

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<sup>6</sup> D. Block, *Some Thoughts on DIY Mateials Design*, ELT Journal, (Asean: Coll Press, 1991), 211-217.

## **B. The Problem of the Study**

Based on the background of the study, the problem of the study is: what is the multimedia based instructional materials for speaking skill that is fit for students of MA Darussalam Krempyang?

## **C. The Objective of the Study**

Based on the statement of the problem above, the objective of the study is to know what is the multimedia based instructional materials for speaking skill that is fit for students MA Darussalam Krempyang.

## **D. Product and Specification**

Stemler in Wajiman<sup>7</sup> proposes some criteria of the interactive multimedia. They state that the successful interactive multimedia should get the learners' attention, help the learners find and organize relevant information, help the learners to integrate information into their knowledge. Therefore, in developing interactive multimedia, it is important to know the criteria of interactive multimedia.

Newby and Timothy give some criteria of the interactive multimedia. They are as follows.<sup>8</sup> Full video graphic, eye catching text, using short, concise, meaningful, descriptive titles that contain key words, put anything in color, using lettering and visuals that contrast with background colors, layout, in visuals as simple as possible, and audio - Recording in an area that is as free as possible from noise and sound reverberations.

According to the criteria above, it can be concluded that good interactive multimedia (1) have graphics or pictures that can be animated to illustrate points; (2) teach facts or concepts, and motivating students; (2) have audio that should be clear; (3) have the sound and music that should be relevant to the screen display; (4) have the color combination between background and letters that should be appropriate; (5) have the buttons that are easy to use; and (6) have the texts that are legible and clear.

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<sup>7</sup> Ari Wajiman, *Developing Interactive Multimedia for Scffolding: English for Junior High School Students at Grade VII*. Unpublished Thesis. (Yogyakarta: English Department, Yogyakarta State Uneversity

<sup>8</sup> Newby and J. Timothy, *Instructional Technology for Teaching and Learning: Designing Instruction, Integrating and Using Media Colombus*, (OH: Prentice Hall)

In this research, the multimedia instructional materials for the 10<sup>th</sup> Grade Islamic Senior High School have special specification. The multimedia instructional materials are produced based on official module. It is produced to improve students speaking skill. Another different thing is visual material for 10<sup>th</sup> grade in the process of the design and visual making.

The developer used the office 2019 through power point software to make multimedia instructional multimedia. The content and the subject were imitated from 10<sup>th</sup> grade senior high school English textbook. The developer transformed the textbook into digital material in power point. Basically, there are some software which are involved to develop and design the layers. They are CorelDRAW X7, adobe photo shop cs6 and Chrome Browser. The CorelDRAW and Photoshop are for designing the picture and font. The power point that used is not kind of slide presentation. The power point software is functioned for presentation. But beyond that, all the feature in power point is more than for making slide presentation event for designing the slide still need the third software. In addition, the animation and transition could make the interactive multimedia instructions materials as well.

The developer activated the developer mode in power point software so the developer wrote the script code in visual basic for application to run the tasks in slide interactively. The students are able to do training through the task for speaking as well. For dubbing sound, the developer used the free website to turn the text into the voice which is accessible in [notivevibe.com](http://notivevibe.com). When the picture, animation, sound, font, color assembled into slide, it made attractive visual view. While the slide will turn around in next one on clicked mouse. The developer inactivated clicking mouse and any touched keyboard so the user could move any slide without click the right icon which had been activated in link slide mode.

In last developing, VBA would not run well if the file power point did not save in the macro type. To protect the design and score, the developer saved the file power point in macro show. It is only to prevent the student changing the design and the score in the slide. So when the students start the software, the students will directly face slide show.

The duration of the multimedia instructional materials in teaching class is very crucial. General duration is 2 X 45 minutes per meeting. This multimedia

instructional material was adopted from student text book. The first one compiled and transform into software using power point software in developer mode. The text book will transform into two modules in software. Before transforming, the researcher is going to make flow chart in order to distinguish what topic content that will be on software. The tolerance is used to facilitate teacher when he/she asks something to students, more over when student ordered to do role play related to the video.

The product is not only observed, but also commented by professional English teachers. The teachers or expertise are selected especially for those who have experience in teaching English in Indonesia. Therefore, the expectation of the result is not just entertaining for students, but through required 'quality control', appropriate to be combined curriculum and obliged material in class.

#### **E. Significance of Study**

The result of this study is expected to give contributions for educational institutions.

##### 1. For the teachers

This study is expected to help English teachers using new teaching style, such as multimedia based in the development of digital era.

##### 2. For the students

The result of this study will make the students more interest in English teaching learning process and it can increase the students' motivation in speaking skill.

##### 3. For future researchers

The future researchers get new information related the use of multimedia in teaching learning process. It can be used as a comparison in the future studies.

#### **F. Limitation**

The researcher limits the research by focusing on developing multimedia instructional materials for the 10<sup>th</sup> grade students. Therefore, the researcher follows the step of Research and Development that developed by Borg and Gall on producing the product to get the appropriate multimedia for students.

Due to the limitation within the writer, this study focused only on one element of language teaching and learning processes, namely English interactive multimedia for speaking skill practices for the 10<sup>th</sup> grade IPA/IPS students of MA Darussalam Krempyang Nganjuk. The media were designed for students at semester one of the 10<sup>th</sup> grade IPA/IPS at MA Darussalam Krempyang Nganjuk because there have not been any English interactive multimedia for speaking skill appropriate for the students' characteristics, needs and wants. With regard to the importance of the media, developing English speaking interactive multimedia which considers the characteristics, needs, and wants of senior high school students might be the first step towards reaching the objective of the English teaching and learning processes, especially in mastering the speaking skill.

### **G. Definition of Key Terms**

#### 1. Multimedia

Multimedia is a content that uses a combination of different content forms such as text, audio, images, animations, video and interactive content. It can be recorded and played, displayed, interacted with or accessed by information content processing devices, such as computerized and electronic devices, but can also be part of a live performance.

#### 2. Instructional materials

Instructional materials are the tools used in educational lessons, which includes active learning and assessment. Actually, it is used by the teachers to simplify their teaching.

#### 3. Speaking skill

Speaking is one of the four language skills that should be learned and mastered by students in learning English in order to be able to use English for communication in real-life.