CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter consists of three subchapters, namely the literature review, previous studies and the conceptual framework. In the literature review, the researcher states some theories of speaking, teaching speaking, problem in teaching learning, interactive multimedia, instructional design models, the nature of the instructional materials, and the characteristic of good English instructional. In the previous studies, the researcher gives some research that has been conducted in the area of developing materials by using technology. Then in the conceptual framework, the researcher draws the relation between the theories involved in this chapter and previous one to get the framework of the study.

A. Theories of Speaking

Speaking is one of the four language skills that should be mastered by students. In learning English, parents expect their children are able to communicate in English orally in their real-life daily activities. However, in teaching English at senior high schools, the English teachers do not pay good attention on speaking so that the graduates still cannot communicate in English well.

Scott and Ytreberg state that speaking is perhaps the most demanding skill for the teacher to teach. In their own language children are able to express emotions, communicate intentions and reactions, explore the language and make fun of it, so they expect to be able to do the same in English.[9] It is also stated by Paul that the children need to speak, speak, and speak.[10] The children can listen to English at home, read English at home, and even write English at home, but most of them have few opportunities to speak English at home. If we want children to learn to speak English, each of them must have many opportunities to speak during the lessons. They need to practice, practice, and practice. If a class is

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[9] Wendy A. Scott, Lisbeth H. Ytreberg, *Teaching English to Children,* (New York: Longman, 1990), 78.

[10] D. Paul, Teaching English Language to Children in ASIA, (Person Education North Asia: Limited, 2004), 76.

large, we need to divide it up into pairs and groups so that each individual child will be able to speak more.

In teaching speaking, the English teachers need the techniques that suitable with the students' characteristics. Scott and Ytreberg state that when children start learning English, they obviously need to be given language before they can produce it themselves.[11] Language has to go in before it can come out. At this initial stage the activities will be under the control of the teacher. The English teachers can use controlled practice, guided practice, dialogues, and playing games.

Furthermore, Speaking is a productive skill. It is one of the skills that have to be mastered by students in learning English. Speaking, or another term "oral communication", is an activity involving two or more people in which hearers and speakers have to react to what they hear and make their contributions at speed of a high level. Many experts define speaking in different ways. Expert said that, speaking is perhaps the most demanding skill for the teacher to teach.[12] They also state that speaking is one of the two basic human activities besides listening in the communication using a language. In speaking, people put ideas into words, talking about their perception, feeling and intention. They want other people to comprehend. They ask listeners or receivers to get some information.

Another meaning of speaking skills is the ability to communicate speech articulation or to speak a talk for expressing an idea and a message. Linse and Nunan state that speaking is equally important in young learners' overall language development.[13] Therefore, Cameroon states that speaking is the active use of language to express meanings so that others people can make sense of them.[14] She also states that speaking is much more demanding than listening on language learners' language resource and skills. It is because speaking activities require careful and plentiful support of various types. It is not only just support for reception, but also support for production.

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[11] Wendy A. Scott, Lisbeth H. Ytreberg, *Teaching English to Children,* (New York: Longman, 1990).

[12] *Ibid,.. 83*.

[13] D. Nunan, *Practical English Language Teaching,* (New York: MacGraw Hill, 2003), 47.

[14] Lyne Cameron, *Teaching Language to Young Learner.* (Cambridge: Cambridge Uneversity, 2001), 40.

A speaking skill is the active use of language to express meanings so that other people can make sense of them. Further, Brown cites that when someone can speak a language, it means that he can carry on a conversation reasonably competently.[15] In addition, he states that the benchmark of successful acquisition of language is almost always the demonstration of an ability to accomplish the pragmatic goals through an interactive discourse with other language speakers.

From the definitions above, it can be concluded that the speaking ability is the ability or skill to use language accurately in order to express ideas, feelings or to deliver information orally to other people in live situations or conversations.

Talking about components in speaking, Brown proposes a list of micro skills for oral communication which focus on both the form of language and the function of language.[16] They are mentioned as follows:

1. Produce chunks of language of different lengths.
2. Orally produce differences among the English phonemes and allophonic variants.
3. Produce English stress patterns, words in stressed and unstressed positions, rhythmic structure, and intentional contours.
4. Produce reduced forms of words and phrases.
5. Use an adequate number of lexical units (words) in order to accomplish pragmatic purposes.
6. Produce fluent speech at different rates of delivery.
7. Monitor your own oral production and use various strategic devices pauses, fillers, self-corrections, backtracking-to enhance the clarity of the message.
8. Use grammatical word classes (nouns, verb, etc.), system (e.g., tense, agreement, and pluralization), word order, patterns, rules, and elliptical forms.
9. Produce speech in natural constituents-in appropriate phrases, pause groups, breath groups, and sentences.
10. Express a particular meaning in different grammatical forms.

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[15] H. Douglas Brown, *Principles of Language Learning and Teaching 4th Edition,* (New York: Longman Inc, 2001), 267.

[16] *Ibid..,* 271-272.

11. Use cohesive devices in spoken discourse.

12. Accomplish appropriately communicative functions according to situations, participants and goals.

13. Use appropriate register, implicative, pragmatic conventions, and other sociolinguistic features in face to face conversations.

14. Convey links and connections between events and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.

15. Use facial features, kinesics, body language, and other nonverbal cues along with verbal language to convey meaning.

16. Develop and use a battery of speaking strategies, such as emphasizing keyword, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well your interlocutor is understanding you.

According to Nunan, there are two main aspects of speaking skill; accuracy and fluency.[17] Accuracy means that the speakers are required to use the correct vocabulary, grammar and pronunciation. While, fluency means that the speakers are required to be able to keep going when speaking spontaneously. However, it does not mean that the speakers speak so fast because sometimes pausing is important. Nunan states that pause is an aspect of fluency which may be long but not frequent.[18] Moreover, when speaking fluently, speakers should able to get the message across with whatever recourse and abilities they have got and regardless of any grammatical and other mistake. In addition, Harmer asserts that the ability to speak fluently is not only knowing knowledge of language features, but also the ability to process information and language 'on the spot'.[19]

Harmer proposes four special language features in speaking. The first feature is the use of connected speech.[20] Effective speakers of English need to be able not only to produce the individual phoneme of English but also to use fluent and

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[17] D. Nunan, *Practical English Language Teaching,* (New York: MacGraw Hill, 2003),

[18] *Ibid..,*

[19] Jeremy Harmer, *How to teach English* (Essex : Person Education, Ltd, 2001), 67.

[20] *Ibid..,* 67.

connected speech. In connected speech, sounds are modified (assimilation), omitted (elision), added (liking verb), or weakened (through contraction and stress pattering). Due to complexity of the connected speech, therefore, an English teacher should involve the students in improving their connected speech.

The second feature is the use of expressive devices. Some native speakers of English use expressive devices in speaking through some ways, such as changing the pitch and stress of particular parts of utterances, varying volume and speed, and using facial expression. The use of these devices can contribute to the ability to convey meanings. Therefore, in order to be fully effective communicators, students should be able to employ those devices. The third features are the use of lexis and grammar. The use of common lexical and grammatical features can be found in spontaneous speech when performing certain language functions. The last feature is the use of negotiation used to seek for clarification and to show the structure of the speakers is saying. The speakers need to ask for clarification when listening to someone else. Meanwhile, speakers used negotiated language to show the structure of their thoughts or to reformulate what they are saying in order to be clearer especially when they know that their talks are not being understood.

Furthermore, there are some characteristics of speech that differ from writing. First, people speak in incomplete sentences, such as 'cup of coffee?' instead of 'would you like a cup of coffee?' Second, speakers usually repeat what other says, besides, speakers also tend to use contraction such as *here's* s and *that's*. In the other hand in writing, the writer usually uses the full forms of the auxiliary verbs, like *there is* and *that is*. Finally, some words in writing are used differently in speaking. For example, the word *however* is more common in writing than in speaking, and *started* is much more common than *began* in speaking.[21]

There are some activities in speaking class to be applied in English as Foreign Language (EFL) class. It is related to six performances applied in the oral production of English teaching. The types of speaking performance proposed by

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[21] *Ibid..,*67.

Brown are imitative, intensive, responsive, transactional (dialog), interpersonal (dialog) and extensive (monolog).[22] The explanations are as follows.

1. Imitative

The imitation for example recorded speech is carried out not for the purpose of meaningful interaction. It focuses on the drilling of a particular element of language form. Drills offer students to listen and repeat orally certain strings of language that may causes linguistic difficulty grammatical and phonological.

2. Intensive

It goes one step beyond the imitative to include the performance designed to practice some phonological and grammatical aspects of language.

3. Responsive

A good deal of students' speech in the classroom's responsive, for example, short replies to their teachers, or students-initiated question or comments. The replies are not extending to dialogues, but they are really meaningful and authentic.

4. Transactional (dialog)

It is carried out for the purpose of conveying and exchanging specific information. The example is the conversation in the group work activity.

5. Interpersonal (dialog)

Its purpose is maintaining social relationship. These conversations are tricky for learners because they can involve some or all of the following factors. They are, a casual register, a colloquial language, an emotionally changes language, the slang, an ellipsis, the sarcasm, the covert "agenda". Learners need to learn how such features as the relationship between interlocutors, casual style and sarcasm are coded linguistically in the conversation.

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[22] H. Douglas Brown, *Principles of Language Learning and Teaching 4th Edition,* (New York : Longman Inc, 2000), 271-274.

1. Extensive (monolog)

Students at the intermediate or an advance level are asked to give extended monologues in the form of oral reports, summaries, or perhaps short speech with a formal register. It can be planned or impromptu.

Harmer also categorizes speaking activity into six: acting from script, communication games, discussion, prepared talks, questionnaires, simulation and role-play.[23] The activities are presented below:

2. Acting from a script

Making students act from a script means that students can act out scenes from plays or from their course books. They may also act out dialogues they made by themselves. When a teacher wants students to practice in front of the class, she/he should create good atmosphere in the class. The teacher should ensure students have time to rehearse their dialogues before performing them. Doing performance before final performances shows that acting out is both learning and language production activity.

3. Communication games

Games that make students communicate actually depend on the informational gap. Thus, one student has to talk to a partner to solve a puzzle, draw a picture (describe and draw), put things in the right order (describe and arrange), or find similarities and differences between picture.

4. Discussion

A Teacher often fails when they are conducting discussion in a class. One of the reasons is that students are reluctant to propose opinions in front of the class because they are not confident facing the whole class. In order to solve this problem, the teacher may apply *buzz group* in which students have a chance for quick discussion in small group before the real performance. It will give students time to prepare the ideas and the language they will express in the performances. Besides that, the teacher may train students with *instant comment* such as showing

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[23] *Ibid..,* 271-275.

photographs or introducing topics of any stages of a lesson and nominating students to say the first thing that comes into their head. These activities will make students respond fluently and immediately.

5. Prepared talks

A student makes a presentation on a topic on their own choices. The presentation is writing-like, but if possible, students should speak from notes rather than from a script. It is also important for teachers to consider the development of the talk. Teachers should help students in making the original ideas until they have finished their works.

6. Questionnaires

Pre-planned questionnaires may make a relation between the questionnaires and the respondents to have something to say each other. They are encouraged to use the natural use of repetitive language patterns and then situated in the middle of communication continuum. Teacher may act as the resource for students in designing the questionnaire actually can from the basis for written work, discussion, or prepare talks.

7. Simulation and role-play

Doing simulation and role-plays, they need to know the situation and they need to be given sufficient information about the activities. These activities can be used to encourage general oral fluency and to train students for specific situation.

It can be concluded that to have classroom speaking performances during the teaching learning presses is actually important. Students should be able to achieve even from the smallest part of speaking performances. The imitative and intensive performances make the students consider the phonology, grammatical structure and other aspects of language. Through getting used to responsive performance, they will try to give responses in English well. Through having performances on transactional and interpersonal performances, they are able to communicate with others. The last, they will be able to have longer speeches through conducting extensive performances.

Moreover, those activities are important to consider when English teachers want to make students speak during the teaching and learning process. Teacher say also use them to assess students' speaking activity. Therefore, teachers could see whether students have achieved the competence in performing speaking in English.

B. Teaching speaking

Generally, teaching language skills involve the four skills; such as listening, speaking, reading and writing. Each skill is integrated to others which means that one skill is needed while teaching other skills. Speaking is one of the language skills presented in this chapter because the researcher focuses on it for her study. This part describes how speaking should be taught to students.

1. Teaching speaking for senior high school

In Indonesia, English is taught as a foreign language. In senior high schools, English is a compulsory subject. Therefore, they have to master English skill. Those are reading, writing, listening and speaking. Harmer says that there are three stages in teaching speaking. These are introducing the new language, practice, and communicative activities.[24]

2. Introducing the new language

English is a new language for the students; it should be introduced as to its meaning, forms and function. The meaning relates to its denotation, connotation and culture. The function relates to the social life and the form relates to its linguistics.

3. Practice

To practice a new language is not just once. A teacher should reinforce again and again so that the students become familiar and automatic in producing the language. The teacher can create an atmosphere in which the students feel comfortable enough to find the words to express themselves in a real situation.

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[24] Jeremy Harmer, *How to Teach English* (Essex: Person Education, Ltd, 2001).

4. Communicative activities

Communicative activities should be aimed at the communications that happen daily. The students are prepared to learn speaking within the texts available in the students' book. There are models of dialogue, that available. Actually, those activities are too weak to improve the students' speaking skill. Of course, the communications are limited because the students have no chance to express their own ideas and they have no challenge to create a new situation. In a communicative activity the students are expected to increase their skill in starting from an intended meaning, selecting suitable language forms from their total repertoire and producing them fluently.

In conclusion, communicative goals are best achieved by giving attention to language use and not just usage, to fluency and not just accuracy, to authentic language and contexts, and to students' eventual need to apply classroom learning to previously unrehearsed contexts in the real world.

Moreover, the teaching of speaking should also be based on the school-based curriculum that is proposed by the government as the guide in the teaching learning process. According to English Syllabus 2013 (K13)[25] the teaching of speaking for the Senior High School students involves the teaching of transactional language (to get things done) and interpersonal language (socialize) such as a short simple monolog accurately, fluency, and meaningfully.

Furthermore, according to the content standard which is developed by BNSP (2006), this research is focused on the Standard of Content of English text book 10th IPA/IPS grade, particularly the English-speaking lesson in the first semester of 10th grade. It covers the presentation of the short functional and monolog texts in the form of descriptive text. The Standard of Competency and the Basic Competency are presented in the table below.

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[25] Depdiknas, Kurikulum 2013: *Standar Kompetensi Dasar Mata Pelajaran Bahasa Inggris Sekolah Menengah Atas* (Jakarta : Department Pendidikan Nasional, 2013)

Table 2.1: Basic Competency of 10ᵗʰ grade IPA/IPS

Basic competencies
3.3 Applying social functions, text structure, and linguistic elements of oral and written transactional interactions involving the act of giving and requesting information regarding the intention to carry out an action / activity, according to the context of its use. (Note the linguistic elements of be going to, would like to)
4.3   Compile a short and simple oral and written transactional interaction text that involves the act of giving and asking for information related to the intention to carry out an action / activity, taking into account social functions, text structure, and linguistic elements that are correct and in context
3.4   Distinguish social functions, text structure, and linguistic elements of several oral and written descriptive texts by providing and requesting information regarding famous tourist attractions and historical buildings, short and simple, according to the context of their use
4.4   Descriptive Text 4.4.1 Capturing contextual meanings related to social functions, text structures, and linguistic elements of descriptive, oral and written, short and simple texts related to famous tourist attractions and historical buildings 4.4.2 Compile descriptive texts oral and written, short and simple, related to tourist attractions and famous historic buildings, taking into account social functions, text structure, and linguistic elements, correctly and in context

From thus syllabus, the researcher took some materials from the book to make a path in order to develop the multimedia as means. This the content mapping which has been taken from the text book in first semester.

Table 2.2: Content Mapping First Semester 10th grade IPA/IPS

Chapter	KD	Social Function	Text Structure	Language Feature	Topic-Related Activities	Skill Focus
1 Talking about Self	3.1 4.1	Introducing and mentioning identity to develop interactional communication with others	Transactional text: Opening; exchange (talking about identity); closing	- Vocabulary: name, family relationship, jobs, friends. - Grammar: Pronouns	- Introducing oneself, parents, friends - Writing an e-mail	Listening, Reading Speaking Writing
2 Congratulating and Complimenting Others	3.2 4.2	Congratulating and complimenting to develop interactional communication with others	Transactional text: Opening; exchange (congratulating and complimenting); closing	- Vocabulary: words related to adjectives and the topic, congrotulating and complementing expressions - Grammar: simple past, present perfect, present perfect continuous; singular-plural	- Using different ways of developing interaction with teachers, friends, family members, especially, by congratulating and complimenting others	Reading Speaking Writing

3 Expressing Intentions	3.3 4.3	Telling and asking about intentions of doing something to develop interactional communication with others	Transactional text: Opening; exchange (talking about intentions); closing	- Vocabulary: names of recreational facilities, holiday and school activities. - Grammar: would like, be going to	- Talking about intentions of doing weekend/ holiday/school activities and school projects	Speaking Reading writing
4 Which One is Your Best Getaway?	3.4 4.4.1 4.4.2	Describing or presenting information about a particular place and a historical building	Descriptive text (identification, description)	- Vocabulary: words related to ecotourism destinations and historical building - Grammar: noun phrases (structure of modification)	- Understanding descriptions of ecotourism destinations and historical building and describing them.	Speaking Reading writing
5. Let's Visit Niagara Fall	3.4 4.4.1 4.4.2	Describing or presenting information about a particular place	Descriptive text (identification, description)	- Vocabulary: words related to recreational places - Grammar: adjectives and adverbs (quite, very, extremely); verbs to describe; passive voice	- Understanding descriptions of recreational places and describing them	Reading Speaking Writing
6. Giving Announcement	3.5 4.5.1 4.5.2	Giving information to public	Opening; contents of announcement; closing	- Vocabulary: topicrelated words - Derivatives:	- Understanding and giving announcements	Listening Reading Speaking Writing

				nouns		
				from verbs		

Based on the standard of competency and basic competency in Table 2.1, the students are expected to be able to communicate in English in their daily life. It means that English teachers have to give the students activities that can cover those competencies. The teachers have to note that the activities should make the students communicate in English. One way to make the students communicate in English is through communicative activities in which one kind of the activities is an interactive multimedia for students' speaking skill.

C. Problem in Teaching Speaking

Most of the English as Foreign Language (EFL) students think that speaking in English is difficult because there are some factors in speaking that are regarded as being difficult as Brown has identified them.[26] The first factor that makes speaking difficult is clustering because a fluent speech is not word by word, but it is phrasal. The second factor is redundancy which can provide the clearer meaning. The third factor is reduced forms, because some students who do not learn colloquial contractions sometimes make a poor quality or speaking. The fourth factor is performance variables, such as performance hesitations, pause, backtracking, and correction.

The fifth factor is the colloquial language which is often used in informal situation. The six factors are the rate of delivery. In speaking, the students are expected to speak fluently, but most of them fail to do that. The seven factors are stress, rhythm and intonation. English has own stress, rhythm, and intonation which belong to pronunciation aspects and differ from the other language. The pronunciation is important in English because different stresses, rhythms, and intonation convey different meanings. The last factor is the interaction which needs the creativity of conversational negotiation. Those factors which are sometimes cannot be found in the first language can inhibit the learners to speak in English.

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[26] H. Douglas Brown, *Principles of Language Learning and Teaching 4th Edition,* (New York : Longman Inc, 2001), 271-274.

Based on the preliminary observation, a problem found in MA Darussalam Krempyang Tanjunganom Nganjuk mostly was related to the students' interaction. The students find it difficult to communicate with their friends in English. The students are usually shy when she/he performs in front of the class. Therefore, this problem needs to be solved by providing appropriate media for them.

1. Some solution

To cope with the problems mentioned above, the teachers may refer to the communicative activities proposed by Riddel divides communicative activities into six:

a. ranking

b. debate

c. survey or questionnaire

d. describing picture

e. role play

f. discussion

Besides carrying out the communicative activities in the classrooms, the English teacher should also have knowledge and understanding about the role of the components in the teaching that influence the process of learning including materials, media, teacher's factor, learner's factor, setting, motivation, teaching techniques, and etc.

Those elements are important as they play a big role in coping with the problem in teaching speaking. For example, a teacher will not come to the class without having materials to be taught or discussed. In addition, the teacher also needs media to help the learners figure out what should they know or do in the classroom. These media can be in the form of CDs, cassettes, picture, songs, games etc. However, the teaching-learning process will not run well if there is no cooperation and tolerance between both the teacher and learners. They should agree on a consensus to do their job.

In addition, while during the learning process, the teacher should modify her/his teaching technique and the setting of the class, for example the sitting arrangement and the grouping technique, so that the students are highly motivated

in doing their tasks. Moreover, this needs media to support the activities in the classroom. It is aiming at motivating students in communicating in English. Therefore, this research focuses on how to solve those problems, so that the researcher designs the interactive multimedia as speaking skill practice for the tenth-grade students.

D. Interactive Multimedia

Besides being a powerful tool for making presentations, multimedia offers unique advantages in the field of education, also enables us to provide a way by which learners can experience their subject in indirect manner. The key to provide this experience is having simultaneous graphics, video and audio, rather than in a sequential manner. Technology does not necessarily drive education. That role belongs to the learning needs of students. By multimedia, the process of learning can become more goals oriented, more participator, flexible in time and space, unaffected by distance and tailored to individual learning style, and increase collaboration between teachers and students. Moreover, the communication of the information can be done in more effective and it can be an effective instructional medium for delivering educational information because it is enables the teacher to present the information in various media. It shows the marriage of content and multimedia technology results in interactive multimedia materials which can be delivered to the students in teacher-centered, student-centered, or hybrid teaching and learning modes.

1. Definition of Interactive Multimedia

Vaughan defines multimedia as "the use of text, graphics, animation, pictures, video, and sound to present information. Since these media can now be integrated using a computer, there has been a virtual explosion of computer based multimedia instructional applications."[27]

Moreover, Vaughan proposes multimedia as "any combination of text, art, sound, animation, and video delivered to the users by computer or other electronic

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[27] Tay Vaughan, *Multimedia: Making It Work 7th,* (New York: McGraw-Hill, 2008) 38.

or digitally manipulated mean."[28] When the users can control the multimedia, it is called interactive multimedia.

According to those definitions, it can be concluded that interactive multimedia is a combination of some elements of multimedia that are delivered by the computer. It gives the control for the users to interact with the multimedia for learning purposes.

2. Elements of Interactive Multimedia

Chee and Wong advise use to considering the following things before making visuals for presentation or material that have an effect on sense of sight such as text, graphics, static visual displays, dynamic visual displays, transitional effects, use of color, layout, audio (music, narration, and sound effects.[29]

a. Text

It is very important to consider the kind of font style, size, and color of the letter in making visuals for presentation. It is recommended that front be consistent with the other elements of the visual. Style Front. It is recommended that a Sans Serif lettering style such as Arial or simple Serif Style like Times New Romance be used. Size, The size of letters should be considered so that it can be seen by the student at the back of the classroom. The appropriately select colors make the students interesting with the visual projects.

b. Graphics

Pictures and illustrations are usually using for our visual's presentations. These pictures and illustration are usually called graphics. Graphics may be static or dynamic (moving) displays.

c. Static visual display

Static visuals displays are visual displays that are not moving. They are static. These displays can be in the form of line drawings to complex photographs. They can be realistic or graphic of the actual object.

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[28] Ibid,..38.

[29] S. T. Chee and Agela F. L. W, *Teaching Learning with Technology: An Asia-Pasific perspective. (revised edition),* (Singapore: Pearson Prentice Hall, 2003). 119-131

d. Dynamic visual display

Dynamic visual displays are visual displays that are moving. They can be useful and helpful for the students to learn.

e. Transitional Effects

A transitional effect refers to the visual effect with occurs when the user clicks on one screen display to another screen. This transitional effect is usually used in Microsoft Power Point.

f. Use of color

It is very important to select colors appropriately so that our visual projects the correct massage to our students. There are two things to take into account: color scheme and color appeal. Color scheme relates to selecting colors that affect harmony rather than annoyance. Color appeal relates to considering him emotional impact of colors, for example red for danger etc. We sold select colors according to the impact we wants to have.

g. Layout

Layout means overall look there some factors to consider on the overall look of the visual presentation such as (1) Alignment of the graphic and text elements. It is used for showing clear visual relationships between the main elements in the visual; (2) Shape, It means the arrangement of graphic and text elements so that the students are familiar with; (3) Balance, It is the equal weight of the elements in a visual that is distributed on each side of its vertical or horizontal axis; (4) Style. It means choosing a design style which matchers our audience, and (5) Consistency, It means that the arrangement of a series of visuals belong to a set, for example, a set of slides for computer presentation must be consistent in each frame.

h. Audio

Audio can also be used to enhance learning. There are three major types of audio, music, narration and sound effects. In relation to audio, Arntzen, as cited by Chee and Wong states that audio can be used to:[30]

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[30] S. T. Chee and Agela F. L. W, *Teaching Learning with Technology: An Asia-Pasific perspective. (revised edition),* (Singapore: Pearson Prentice Hall, 2003). 119-131

1) Draw the attention of the students

2) Complement the visual material on the screen

3) Support the students reading the text on the screen

4) Minimize the amount of information that is required to present on the screen, announce some event, and

5) Motivate the students; in this case of music, narration and sound effects, music can be used, for example to identify the sounds from a guitar or to create a relaxing atmosphere.

Meanwhile, narration can be used to provide instructions especially when children are too young to read or the users have reading problems. Sound effects, on the other hand, can be used as the learning source, such as the second of hands clapping when the student gets the answer correct.

The elements of multimedia are texts, graphics/pictures, static visual display, dynamic visual display, transitional effects, color, layout and audio/sound. The aim of those elements is to make the multimedia interesting. Texts can be in the forms of words, letters, or narrations that are easy to save and to control. Static visual display and dynamic visual display can be in the forms of illustrations, graphics, maps, and photos, etc. Transitional effects can be used to clicks on one screen display to another. Color makes the presentation interesting and easy to understand. Layout can be set of slides for computer presentation. Sound can be in the forms of music, narration or special effects. Animations are used to explain an illustration. Therefore, it can be easy to understand.

3. Types of Interactive Multimedia

According to Robyler and Edwards, based on its primary storage equipment, multimedia can be classified into some different types. They are (1) interactive videodiscs (IVD); (2) compact discs read only memories, digital versatile discs (DVD); (3) compact discs interactive (CD-I); (4) digital video interactive (DVI);

(5) photo-graphic compact discs (Photo CDs). In the teaching-learning process, the compact discs-interactive is commonly used as the learning media.[31]

4. Criteria of Interactive Multimedia

Stemler in Wajiman, proposes some criteria of the interactive multimedia. He states 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.[32]

Newby and Timothy give some criteria of the interactive multimedia.[33] They are as follows.

a. Graphic

1) Using visuals that are neither too abstract nor too realistic
2) Eliminating distracting backgrounds
3) Text
4) Cantering title at top of visual
5) Using short, concise, meaningful, descriptive titles that contain key words
6) Eliminating unnecessary words
7) Using italics, boldface, underlining, color or a change in lettering style for emphasis
8) Minimizing text on each visual
9) Spacing between lines should be 1 ½ times word height

b. Color

1) Using brightest and lightest colors to focus attention on important elements
2) Using lettering and visuals that contrast with background colors.

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[31] M.D Robyler and Jack Edwerd, *Integrating Educational technology into Teaching*, (New Jersey: Prentice Hall, 200)

[32] Ari Wajiman, *Developing Interactive Multimedia for Scffolding: English for Junior High School Students at Grade VII.* Unpublished Thesis. (Yogyakarta: English Department, Yogyakarta State Uneversity

[33] Newby and J. Timothly, *Instructional Technology for Teaching and Learning: Designing Instruction, Integrating and Using Media Colombus,* (OH: Prentice Hall)

3) Selecting colors that are harmonious

4) Using consistent background colors in a series of visuals

5) Limiting the number of colors in a visual to five

6) Layout

7) Making visuals as simple as possible

8) Using size, relationships, perspectives and such visual tools as colour and space to emphasize important elements

9) Using a horizontal format for overhead transparencies slides - Using a pleasing layout that appears balanced and orderly

c. Audio

Recording in an area that is as free as possible from noise and sound reverberations. A small room such as an office is preferable to normal-size classroom

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.

5. Interactive Multimedia in the Teaching-Learning Process

Using media in the classroom is very important because they can improve the quality of the teaching-learning process. Moreover, the students can comprehend the lesson easily. Khoo summarizes some advantages of using the interactive multimedia in the classroom. They are as follows.[34]

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[34] C.C Khoo, Interactive Multimedia for teaching learning and Presentation. In C. McBeath and R. Atkinson (eds), *Proceeding of The second Internatinal Interactive Multimedia Symposium,* (Western Australia: Pert, 1994), 230-236.

a. Reducing learning time

According to some researches, interactive multimedia/ videodisc training can reduce training time up to 60% over traditional classroom methods. This can be attributed to the immediate interaction and constant feedback which provides excellent reinforcement of concepts and content.

b. Reducing Cost

The cost of interactive multimedia lies in the design and production. When the same program is used by more students, the cost per student is reduced.

c. Instructional Consistency and Fairness

Instructional quality and quantity are not compromised as technology based interactive instruction which is consistent and reliable.

d. Increasing Retention

The interactive approach provides a strong learning reinforcement and increases content retention over time.

e. Mastery of Learning

A good interactive system can ensure the learning of the prerequisites by learners before continuing to new content. This provides a strong foundation for continued learning and therefore helps to achieve mastery learning.

f. Increasing Motivation

Immediate feedback and personal control over the content provided by an interactive multimedia system has proven to be highly motivating to learners.

g. More Interactive Learning

Interactive systems enable learners to have more responsibility and better control over their learning and this generates a greater interest to actively seek new knowledge rather than passively accept the instruction.

h. Increasing Safety

Interactive multimedia and the simulations allow the safe study of dangerous phenomena such as dangerous scientific experiments on harmful substances or natural disasters like volcanic eruptions or earthquakes by the learners.

i. Privacy Individual Learning Styles

This system allows for one to one learning and caters to the different learning styles of individuals. The freedom to ask questions repeatedly without embarrassment and the involvement of each individual learner motivates them and reduces the potential for distraction.

j. Flexibility

The flexibility comes from the ability to navigate, by using a keyboard, mouse or touch screen, through an interactive program and 35 to choose what and how much information we want and when we want it.

6. The suitable contents of English interactive multimedia

According to Briton, media help the teachers to motivate students by bringing a slice of real into the classroom and by presenting language in its more communicative context. In addition, she summarizes the suitable contents of English interactive multimedia are as follows.[35]

a. Speaking tasks should make the students practice their speaking skills.

b. The content of the materials should be appropriate with standard and basic competencies.

c. The media should fulfill the need for real life objects or texts.

d. Media materials should create a contextualized situation which language items are presented and practiced.

e. Media should provide a means of presenting materials in time efficient and stimulating students' speaking skills.

f. The media should pay attention on the appropriateness of the materials for the students.

g. The media should provide the exercises to assess the students' performance (e.g. a student speech, an interview, a class discussion, a role play, etc.)

h. Media should pay attention to the background of the students such as age, interests, learning styles, etc.

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[35] Donna Brinton, The use of media in language Teaching in Marianne Celce-Murcia (Eds). *Teaching English as a Second or Foreign Language* (Boson, MA: Heinle & Heinle, 2001), 123-127.

i. Media should match with the teaching objectives of the lesson.

Therefore, there are many benefits of the use of interactive multimedia in the teaching-learning process. The interactive multimedia can make the teaching-learning process effective, flexible and interesting. The students will also be motivated to learn. Moreover, the students can learn independently.

7. The use of multimedia in education

By multimedia, the student would collect various textual materials from sources on a CD-ROM. In addition, to the students may be able to copy a diagram or the skeleton and muscular structure of the lion and the tiger to study what is common about the two creatures. With a multimedia approach, the student could then add film clips on these animals in their natural habitat and blend them into a report. Then, by adding titles and credits, the student now has a new and original way of communicating his/her own individual perspective.

Similarly, the use of multimedia in university is to prepare or update information or to teach so as to enliven and also add insight to his/her teaching, thereby improving the quality of the course. Medical procedures, first -aid training and instruction of paramedics or even surgeons are made both simple and interesting through the use of multimedia.

E. Instructional design models

Taylor proposes six instructional design models. They are ADDIE, Dick and Carey, Hannifen and Perk, Knirk and Gustafson, Jerrold Kemp, and Gerlach and Ely. However, the researcher used the ADDIE design model. It is because the ADDIE design model is appropriate for this research which is designing interactive multimedia.[36]
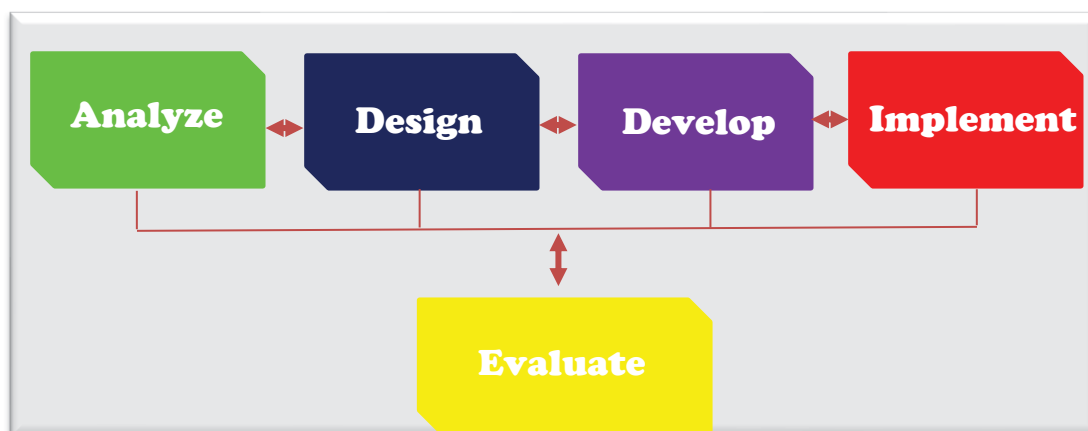
ADDIE instructional design model is the generic process traditionally used by instructional designers and training developers. The five phases are Analysis, Design, Development, Implementation, and Evaluation. Those phases represent a

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[36] Lyn Taylor, "Educational Theories and Instructional Design Models. Their Place   in Simulation",   2004,   Retrieved   on   March   14,   2020   from http://web.mac.com/smhsmusic/Ubos_Blog/EDIT_580/Entries/2006/8/6_Educational_Theories_fil es/057-taylor.pdf

dynamic, flexible guideline for building effective training and performance support tools. Figure 1 below illustrates the ADDIE instructional design model:[37]

Figure 2.1: ADDIE instructional design model

1. Analysis

In the analysis phase, the instructional problem is clarified, the instructional goals and objectives are established and the learning environment and learner's existing knowledge and skills are identified.

2. Design

The design phase deals with learning objectives, assessment instruments, exercises, content, subject matter analysis, lesson planning and media selection. The design phase should be systematic and specific.

3. Development

The development phase is where instructional designers and developers create and assemble the content assets that were blueprinted in the design phase. In this phase, storyboards are created, content is written and graphics are designed. If e-learning is involved, programmers work to develop and/or integrate technologies.

4. Implementing

During the implementation phase, a procedure for training the facilitators and the learners is developed. The facilitators' training should cover the course curriculum, learning outcomes, method of delivery, and testing procedures.

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[37] *Ibid,..*

5. Evaluating

The evaluation phase consists of two parts: formative and summative. Formative evaluation is present in each stage of the ADDIE process. Summative evaluation consists of tests designed for domain specific criterion-related referenced items and providing opportunities for feedback from the users which were identified.

F. The nature of the instructional materials

The ministry of National Education states that the instructional materials consist of knowledge, skills, and attitude that should be learned by the students in order to be able to achieve the competency standards.[38] Through the instructional materials, the students can learn a basic competency well and systematically. The instructional materials are the information, tools, and texts that the teachers need to achieve the learning objectives stated in the competency standards and the basic competency. It also states that the objectives of the development of the instructional materials are to help the teacher in conducting the instructional activities so that the teacher is able to achieve the learning objectives that have been established maximally. Therefore, the instructional materials should be relevant with the curriculum, the students needs, and the students characteristics. Good instructional materials offer various students activities that attract students to learn the materials well.

G. The Characteristic of Good English Instructional Materials

Good English instructional materials are those that can help the students language acquisition and development. Not all the instructional materials can help the teacher and students in increasing students speaking skills. Brinto states that the language instructional materials that can help the teacher and the students in conducting English instruction should have the following criteria:[39]

1. Give ample experiences with various types of texts.

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[38] Depdiknas, Kurikulum 2013: *Standar Kompetensi Dasar Mata Pelajaran Bahasa Inggris Sekolah Menengah Atas* (Jakarta : Department Pendidikan Nasional, 2013)

[39] Donna Brinton, The use of media in language Teaching in Marianne Celce-Murcia (Eds). *Teaching English as a Second or Foreign Language* (Boson, MA: Heinle & Heinle, 2001), 123-127

2. Give positive and interesting experiences through the use of interesting illustrations.

3. Use various multimedia to give ample and various learning experiences.

4. Help the students to be the independent language learners.

5. Give the additional materials that give the students extensive listening and extensive reading.

In line with the criteria of good English instructional materials, Hutchinson and Waters and Richards state that good English instructional materials are the instructional materials that can give the students sample learning experiences in using English for communication. The learning experiences are the use of English for communication with various types of texts in various meaningful situations. Besides that, the English instructional materials should also sensitive towards language instruction and is able to encourage students to develop their language creativities.

H. Previous Studies

In order to support the research, the writer reviews some related studies. The writer found three studies which raise enhancing English skill through developing learning media as the main discussion. It is important to review some studies conducted by some previous writer to know what area has been studied before. By reviewing some related studies, the writer will be able to conduct a similar study or develop what has been studied by the previous writer. The writer found three studies related to developing learning media.

The first study is entitled "Design and Development of Mobile Assisted Language Learning (MALL) application for English Language using Android Push Notification Services". This research is conducted by Shanmugapriya.[40] The research was conducted to address the need for designing m-learning applications with 'push' model using Push Notifications by Android, iOS, Blackberry, Windows Phone and other mobile platforms. The study was

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[40] M Shanmugapriya, "Design and Development of Mobile Assisted Language Learning (MALL) Application for English Language Using Android Push Notification Services," *International Journal of Research in Computer and Communication Technology* 2 (2014), http://www.ijrcct.org/index.php/ojs/article/viewFile/243/pdf.

conducted considering the importance of active roles of learners in using the MALL. The study designed a model of MALL which consists of some materials and exercises focused on improvising EFL students' grammar, pronunciation, listening, speaking, reading, writing and vocabulary skills. The research participants were thirty undergraduate students majoring at computer science, physics, chemistry and mathematics. In this study, it is found that the push notification features can optimize the success of employing MALL applications to develop the EFL and ESL students" learning interest and experience.

The second study is entitled "Students' Perceptions and Experiences of Mobile Learning". This research is conducted by Kim.[41] The research is aimed to know how students perceive the use of mobile devices to create a personalized learning experience outside the classroom. The participants were 53 MA students in TESOL from different graduate classes. The research was conducted during the spring 2012 semester at one Central US University. There were three instruments used in the research to collect a primary data: a pre-study survey, student reflections for class projects, and a post-study survey. The findings indicate that mobile technologies have the potential to provide new learning experiences.

The third study is entitled "Does a Creative Learning Medium Matter? Impact of Low Cost Android Tablets on Elementary Students' English Comprehension, Perceived Performance and Memory Retention" conducted by El-Mouelhy.[42] This study is aimed to know the effect of Android tablet on elementary students' learning performance, especially their reading comprehension, perceived comprehension performance, memory retention, and the implication of the finding and future directions . The writers conducted two kinds of study. The participants of the first study were 18 fourth-graders and 36 sixth-graders. The participants were asked to read two passages based on their

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[41] Kim, "Students' Perceptions and Experiences of Mobile Learning," *Language Learning & Technology* (2014), http://llt.msu.edu/issues/october2013/kimetal.pdf.

[42] El-Mouelhy, "Does a Creative Learning Medium Matter? Impact of Low Cost Android Tablets on Elementary Students' English Comprehension, Perceived Performance and Memory Retention," *Department of Applied Social Studies* (2014), http://www.scirp.org/journal/PaperInformation.aspx?paperID=41432#.VGqJIjSUce8.

grade on a tablet and completed the comprehension tests followed. On the other hand, the participants of the second study were 28 first-graders students. From both studies, it is found that android tablets did not have negative impacts on sixth-grader reading comprehension. It is found that the use of tablets in the classroom can improve the students' confidence in completing the tasks.

From the previous study above, it can be seen that the media English learning has a big impact for students to learn the language better. Moreover, there are some interesting facts that that need to be investigated in previous study, like using technology in teaching learning as media. In the first and second previous studies show that mobile phone has an important role to create an experience teaching learning in the class room. Additionally, all of them also mention that the students wanted to use technology to boost their performance in learning. It can be seen that almost no negative impact event the students of elementary school wearing android during the learning process. However, in this study, the writer only focused to developing the speaking instructional multimedia based. The tool is for 10th grade students' practicing in speaking in MA Darussalam Krempyang Tanjunganom.

I. Conceptual Framework

Currently computers have various functions in the world of education. One of its functions is as a tool in the teaching and learning process. Computers help teachers present materials, do exercises, and help students open their minds through visual content.[43] As part of a media computer technology to facilitate learning in order to improve performance is very useful in helping students obtain their own learning way for progress in the future. Januszewski and Molenda create schema to describe the use of technology in facilitating learning.[44]

The role of PowerPoint-based learning media for the speaking class is as a complement to helping teachers carry out class activities. This will provide

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[43] Azhar Arsyads, *Media Pembelajaran*, Revisi. (Jakarta: Raja Grafindo Persada, 2013).

[44] Michael Molenda & Alan Januszewski, *Educational Technology: A Definition with Commentary* (London: Lawrence Erlbaun Associates, 2008).

opportunities for students to learn dynamically and interactively. Every student can feel as if he is in a real situation. PowerPoint on the computer serves as a facilitator who can help students find ideas and open their minds, so that there will always be ideas that can be used to communicate, reduce student stress and lead to improved student performance in speaking.[45]

Media PowerPoint in a computer program can be used to improve student learning. student learning can be enhanced if the media is used to assist and stimulate students to learn. Computer-based media favorable for flexible and attractive to students in solving their problems. Students through PowerPoint can watch the video; listen to audio and doing more activities that will support their learning.

The above statement is reinforced by Lee and Owens "… learning environment is flexible because it brings some significant advantages. A computer-based learning environment can include video, audio, and graphic elements which will support the learners to understand the topic".[46] Other experts state "In light of what is known about learning, using the computer and other technology as tools for meaningful projects seems reasonable as a method for engaging students in problem solving and critical thinking".[47]

PowerPoint as one piece of software technologies can be an effective tool to convey the material in class and encourage student learning. PowerPoint can be used to project the visuals will be difficult to bring to class. For example, a PowerPoint presentation can project an image anthropological question asking students about topics related statistical charts, and mini quiz about what you just discussed which gives students the visual information, challenging, and exciting.

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[45] Margaret D Roblyer & Aaron Doering, *Integrating Educational Technology into Teaching* (Boston: Allyn and Bacon, 2010).

[46] William W Lee & Diana L Owen, *Multimedia-Based Instructional Design* (San Francisco: Pfeiffer, 2004).

[47] James Hopson Stronge, *Qualities of Effective Teachers* (Virginia: Association for supervision and curriculum development, 2002).

Graham & Kelly claims computers are designed for individual use. The most effective computer group if its members can support each other.[48] Students must learn to cope independently problems relating to hardware, software, and ideas. For teachers, the three areas that are very interesting. Ensuring that students have the opportunity to think about and discuss their ideas with others provide a real opportunity for the whole group to reflect and learn.

PowerPoint is a medium that is commonly used by everyone in education to transfer knowledge. Transfer of knowledge from teachers to students who need solutions and acceptability so that the teaching and learning process meets the specified criteria. Mason and Hlynka cited in Nouri and Shadid state "PowerPoint helps structure the content and processing of a lesson or lecture. Aiding note-taking (and thus facilitating study) is another purported advantage of using PowerPoint."[49] Cook cited in Nouri and Shadid students who might like an outline of the lecture and the graphics on the screen, and PowerPoint software that may have a positive influence on the students.[50]

The objective of this research is to know what is the multimedia based instructional materials for speaking skill that is fit for students MA Darussalam Krempyang Tanjunganom Nganjuk. The reasons to conduct the research area that there is no maximum technology utilization in the school although the facility is available and the teachers have difficulties in finding the appropriate English multimedia instructional materials for the students' needs, especially to enhance speaking skill. Therefore, the teachers prefer to use textbooks and *LKS* (Work Sheets). These conditions brought negative effects to the students. For example, the students had low motivation and got bored in learning English. To solve those problems, it is necessary to develop multimedia instructional materials to enhance speaking skill for 10th grade students of MA Darussalam Krempyang Tanjunganom

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[48] Judith Graham & Alison Kelly, *Teaching Speaking & Listening In the Primary School*, Third Edit. (London: David Fulton Publisher Ltd, 2005).

[49] H Nouri & A. Shahid, "The Effect of PowerPoint Presentations on Student Learning and Attitudes," *Global Perspectives on Accounting Education* 2 (2005): 53–73.

[50] Ibid.

Nganjuk. The multimedia instructional materials can facilitate the students to practice their speaking skill. The ADDIE design model is chosen as the instructional design model for this study. There are five phases in developing media. They are analysis, design, development, implementation, and evaluation.

Therefore, interactive multimedia is needed as the media for teaching and learning process in the class. To use the interactive multimedia effectively in the reading and writing classroom, it should be interesting; it can increase motivation of the students; it can integrate teaching materials; and it should help students to cultivate thinking. The interactive multimedia in this research was developed based on the procedure for developing interactive multimedia proposed by Taylor[51] because it was the most suitable procedure for the researcher. However, some adaptation was done to suit the procedure with the research condition. There are five steps the researcher employed in this research, they are:

1. Analysis

In this step, the researcher analyzed the setting, the students' needs, and the materials

2. Design

The researcher designed a course grid and a flowchart based on the students' needs.

3. Development

The first draft of the interactive multimedia was developed using Office 2019 through power point.

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[51] Lyn Taylor, "Educational Theories and Instructional Design Models. Their Place in Simulation."

4. Evaluating

After the first draft of the interactive multimedia was developed then the researcher conducted expert judgment.

5. Revision

After the first draft of the interactive multimedia has been evakuated then the researcher producing the final draft of the interactive multimedia.