

DEVELOPMENT OF MULTIMEDIA-BASED TEACHING MATERIALS TO IMPROVE ENGLISH SPEAKING SKILLS IN JUNIOR HIGH SCHOOL STUDENTS

PENGEMBANGAN BAHAN AJAR BERBASIS MULTIMEDIA UNTUK MENINGKATKAN KETERAMPILAN BERBAHASA INGGRIS PADA SISWA SMP

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Abstract

The development of multimedia-based teaching materials plays a crucial role in enhancing English speaking skills among junior high school students. This research, conducted by Miken Ayu Vidiadary and Latipa Femia Putri at STKIP Muhammadiyah Pagaram, investigates the effectiveness of multimedia as a teaching tool. The study highlights the influence of advances in science and technology on education, particularly the integration of information technology into learning environments. Middle school students often face challenges such as shyness, lack of confidence, and pronunciation difficulties when learning English. Multimedia-based teaching materials address these issues by creating engaging and supportive learning environments. Using a qualitative approach that includes case studies, observations, interviews, and document analysis, the research demonstrates that multimedia enhances student retention and comprehension. The findings emphasize the benefits of multimedia in education, showing that it facilitates interaction between teachers and students, increases motivation, and provides consistent, repeatable learning experiences. Consequently, multimedia-based teaching materials are shown to be effective in improving English speaking skills among junior high school students.

Keywords: Multimedia-Based Teaching, English Speaking Skills

Absrak

Pengembangan bahan ajar berbasis multimedia memegang peranan penting dalam meningkatkan keterampilan berbicara bahasa Inggris di kalangan siswa SMP. Penelitian yang dilakukan oleh Miken Ayu Vidiadary dan Latipa Femia Putri di STKIP Muhammadiyah Pagaram ini mengkaji efektivitas multimedia sebagai alat bantu mengajar. Penelitian ini menyoroti pengaruh kemajuan ilmu pengetahuan dan teknologi terhadap pendidikan, khususnya integrasi teknologi informasi ke dalam lingkungan belajar. Siswa SMP sering menghadapi tantangan seperti rasa malu, kurang percaya diri, dan kesulitan pengucapan saat belajar bahasa Inggris. Bahan ajar berbasis multimedia mengatasi masalah ini dengan menciptakan lingkungan belajar yang menarik dan mendukung. Dengan menggunakan pendekatan kualitatif yang mencakup studi kasus, observasi, wawancara, dan analisis dokumen, penelitian ini menunjukkan bahwa multimedia meningkatkan daya ingat dan pemahaman siswa. Temuan penelitian ini menekankan manfaat multimedia dalam pendidikan, yang menunjukkan bahwa multimedia memfasilitasi interaksi antara guru dan siswa, meningkatkan motivasi, dan memberikan pengalaman belajar yang konsisten dan berulang. Akibatnya,

bahan ajar berbasis multimedia terbukti efektif dalam meningkatkan keterampilan berbicara bahasa Inggris di kalangan siswa SMP.

INTRODUCTION

Our research indicates that advances in science and technology have a significant impact on many facets of human existence. Undoubtedly, education, being an integral aspect of human development, has played a significant role in the advancement of science and technology. However, to effectively and efficiently accomplish its objectives, education must also capitalize on these technological and scientific advancements.

The application of instructional aids in classrooms and other educational settings has been impacted by developments in science and multimedia. These days, education is starting to adapt to the advancements in information technology, leading to modifications and adjustments in the paradigm of education (Hujair, 2009). This suggests that the utilization

RESEARCH METHODS

This research uses a qualitative approach using the case study method. Data was collected through observation, interviews and document analysis.

Problem Synopsis

Given the foregoing context, the problem formulation that was arrived at is Does using multimedia in the classroom really help students become more fluent in English?

Objectives of Research

to ascertain whether employing multimedia as instructional materials will help students' English language proficiency.

Advantages of Research

- a. It is anticipated that this research will improve communication between educators and learners, leading to more productive and successful learning experiences.
- b. Encourage students to be more motivated so that they will pay more attention to each member of the study group individually because the lesson is not monotonous or dull.
- c. Consistently deliver educational content that may be reviewed or saved for later use. For instance, in the shape of

RESULT AND DISCUSSION

Research conducted by Miken Ayu Vidiadary and Latipa Femia Putri at STKIP Muhammadiyah Pagaralam produced several important findings:

Increased Engagement and Interaction:

Unlatched materials based on interactive media make it possible to find more presence and strong learning situations. This approach encourages better interaction between instructors and students, making learning preparation more energetic and intelligent.

Increased Student Inspiration:

The use of interactive media in teaching basically increases student inspiration. The interactive nature of content media makes learning less monotonous and more interesting, allowing students to participate effectively and pay more attention.

Increased Maintenance and Comprehension:

Students appear to make progress in maintaining and understanding the material when mixed media-based teaching devices are used. The visual and audio components of mixed media help reinforce learning and make it easier for students to remember and understand the material.

Certainty and Elocution:

Interactive media devices help overcome common challenges faced by high school students learning English, such as politeness, uncertainty of certainty, and elocution difficulties. The monotonous and substantive nature of interactive media allows students to hone and improve their speaking skills in a non-threatening environment. Stable and Repeatable Learning Experiences: The ability to review and replay interactive media content provides students with a stable and repeatable learning experience. This is especially useful for reinforcing learning and allowing students to remember at their own pace.

Interactive media-based materials create an environment that encourages active participation, transform the learning experience into a more interesting and dynamic process. This approach helps break down barriers between instructors and students, fostering a more collaborative and communicative classroom atmosphere. Students are more likely to participate in discussions, ask questions, and engage with the content, resulting in a richer educational experience.

Improved Maintenance and Understanding

The study observed that students demonstrated better retention and understanding when taught using mixed media-based learning tools. The combination of visual and auditory elements in multimedia content helps strengthen the material. Visual aids such as images, videos and

animations help illustrate complex concepts, making them easier to understand and remember.

Audio components, such as narration and sound effects, further enhance comprehension by providing additional context and emphasis. This multimodal approach caters to different learning styles and helps students retain information more effectively.

Certainty and Elocution

Interactive media tools address common challenges that middle school students face in learning English, including issues of politeness, certainty, and speaking fluency. The traditional classroom environment can be intimidating for students, making them hesitant to speak up and practice their language skills. Interactive media provides a non-threatening environment where students can practice speaking without fear of judgment.

The repetitive and engaging nature of the medium allows students to improve pronunciation, fluency, and confidence in using the language. They can practice at their own pace, receiving immediate feedback, which is essential for language acquisition.

Stable and Repeatable Learning Experience

The ability to review and replay interactive media content offers students a stable and repeatable learning experience. Unlike traditional lectures which can be missed or forgotten, multimedia content can be accessed multiple times, allowing students to review the material as needed.

This feature is very useful for strengthening learning and accommodating different learning speeds. Students can pause, rewind, and replay content to ensure they fully understand the concepts being taught. This flexibility contributes to a more personalized learning experience, meeting the needs of each student.

Overall, the study concluded that mixed media-based teaching materials were effective in improving English speaking skills among junior high school students. Integrating technology information into lesson plans is critical in overcoming the challenges students face and improving the overall teaching experience. The use of multimedia in education not only makes learning more interesting and enjoyable but also improves retention, comprehension and language proficiency.

CONCLUSION

The development of multimedia-based teaching materials significantly enhances English speaking skills among junior high school students. Advances in science and technology,

particularly in multimedia, have revolutionized educational practices, making the integration of information technology into the learning process essential. Using multimedia in teaching addresses common challenges faced by middle school students, such as shyness, lack of confidence, and pronunciation difficulties. Research shows that student retention and comprehension are highly influenced by interacti

The study employs a qualitative approach using case studies, observations, interviews, and document analysis. The theoretical foundation and literature review underscore the benefits of multimedia in education, emphasizing its role in disseminating learning messages and aiding comprehension. Consequently, multimedia-based teaching is a valuable approach for improving English speaking skills in junior high school

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