CHAPTER I

INTRODUCTION

1.1. The Background of the Study

The English teaching and learning should be emphasized on helping the students to be able to communicate in English, both in the oral and written English to deal with the daily life activities. To achieve that objective, the English teaching and learning should be reforming the curriculum, improving teachers' skill, and providing the facilities and media that support the teaching and learning process to make the teaching and learning process run well and can increase the students' achievement.

The process of teaching learning of English as a foreign language is very complex since there are many components involved. Those components are students, teachers, materials, methods, and media. In the English teaching learning of speaking skill, all language components should be presented well and interestingly because they will support the effectiveness of the teaching learning process of speaking in the classroom.

The first component is students. The success of the teaching of English language skills, especially speaking, can be achieved when the students are able to function in a truly communicative teaching that is, in a spontaneous transaction involving one or more other persons. The facts, however, are often in contrast with the ideal ones. Some aspects in the process of learning speaking in the classroom influence students. The students' motivation in learning speaking influences their behaviour in the learning process in the classroom. Those who have more desires or

curiosity tend to active in the classroom speaking activities but those who do not will tend to be passive and disturb the others. The use of computer as interactive multimedia in teaching speaking can motivate the students to learn English easily and interestingly. Consequently, it can improve the students' achievement.

The second component is teachers. The teachers have an important role in the English teaching-learning process. The teacher believes that the emphasis of the English teaching learning process at the first grade of junior high school is on the reading comprehension and writing skill in order to help the students pass the National Examination, whereas the speaking and listening skills will be stressed later in the senior high school. As a result, the teacher focus their teaching on grammar and vocabulary by asking the students to write exercises, for example making sentences or completing vocabulary tasks.

Sometimes, the teacher also gives some games to the students as a variation in the class. Therefore, the teachers often find it difficult to motivate the students who are passive, especially the boys, to get involved and practice the oral English during the teaching learning process. In addition, teachers need media in the teaching-learning process interesting and enjoyable. However, the teachers still face problems related to the use of interactive multimedia. The English teachers have difficulty to find English interactive multimedia appropriate for the students' needs, especially English interactive multimedia for the speaking skill. In terms of speaking, teachers should also be concerned about the micro skills. One of the micro skills is pronunciation. The aspects of pronunciation that can be taught consists not only the segmental features like how to pronounce vowels and consonants but also the supra

segmental features such as rhythm and intonation. So that in teaching speaking skills, in this research it is focused on micro skills, namely students' comprehensibility, fluency, pronunciation, grammar, and vocabulary.

The next component is related to the use of media to facilitate the teacher in teaching speaking. Moreover, the materials are also an important part in teaching speaking. The selection of the materials must involve all materials that that students need. In presenting the materials, a teacher needs media in the teaching learning process. The interactive and innovative media will give more stimulus or motivation to the students to learn and encourage them to be involved actively in the activities (Ivers & Baron, 2010:44). Media can be in the form of anything from a simple object to a high technology like a computer unit. In this case, English interactive multimedia can help the teacher in presenting the materials. In addition, English interactive multimedia will motivate students to learn English (Ampa, A.T, 2013: 71).

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 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.

The last component is the teaching method. It affects the teaching-learning process and its result. The teacher with various teaching methods will make the teaching-learning process more interesting. One of the teaching methods is the use of computer in the teaching and learning process. Clearly, the use of English interactive multimedia will be a good method that can be applied. The students will not be bored with the materials, so that they will be find it easier to understand. Moreover, the various teaching methods will also keep the students' attention in the classroom. Therefore, the learning achievement can be achieved. On the contrary, without any various methods, the activity in the classroom will be monotonous. The students will get bored easily so it will be difficult to make them involved in the classroom activities.

Based on pre observation at seventh grade students of SMP Gajah Mada ; the indicators of learning outcomes on daily tests, the average score of seventh grade students in English lesson where still below the KKM, namely 75. As for more details regarding student learning outcomes in English lessons can be seen in the following table:

Table 1.1. Result of Score Student's English Learning Class VII A SMP Gajah Mada.

NO	STUDENTS' NAME	SCORE	KKM	NOTES
1	Aditya Setiawan	65	70	Not pass
2	Clara Ayu Anggraini	70	70	Not pass
3	Khansan Salsabila	60	70	Not pass
4	Betharia	63	70	Not pass
5	Bagas Ardiansyah	55	70	Not pass
6	Devan Sanjaya	72	70	Not pass
7.	Desmalia	65	70	Not pass

8.	Debbie Kurnia	60	70	Not pass
9.	Christiawan	70	70	Not pass
10	Nando Atmajaya	65	70	Not pass
11	Tobias Wijaya	60	70	Not pass
12	Septian Nugroho Aji	71	70	Not pass
13	Hengky Rinanda	75	70	Pass
14	Samuel Dananto	55	70	Not pass
15	Pertiwi Agustin	67	70	Not pass
16	Rendi Saputra	60	70	Not pass
17	Ivan Dede	62	70	Not pass
18	Septia Yuliyani	71	70	Not pass
19	Widi Camelia A	78	70	Pass
20	Arief Lugianto	65	70	Not pass
	SCORE AVERAGE	65,45		

From tabel 1.1 above could be explained that students' speaking in English lesson was still below the KKM, namely 18 of 20 students in Class. In SMP Gajah Mada, each class in Grade VII already has a computer and LCD projector to facilitate the teaching-learning process. But in SMP Gajah Mada didn't have any English interactive multimedia for teaching the speaking skill. Therefore, it is good to apply the English interactive multimedia as supporting learning sources in the teaching-learning process. According to Ivers & Baron (2010:44), multimedia could help the teachers to motivate students by presenting language in its more communicative context. Based on those problems, it is important to do a study entitled "**THE APPLICATION OF INTERACTIVE MULTIMEDIA TO IMPROVE SPEAKING SKILL OF VII GRADE STUDENTS AT SMP GAJAH MADA".**

1.2. The Problems of the Study

Based on the background above, the researcher will formulate study problem: **Does the use of interactive multimedia can improve speaking skill of the seventh grade students at the seventh grade at SMP GAJAH MADA?**

1.3 The Objective of the Study

Based on the problem study above, the objective of study of this research is to find out whether of interactive multimedia can improve speaking skill of the seventh grade at SMP Gajah Mada**.**

1.3. The Scope of the Study

Due to the limitations of the researcher this study only focuses on the application of interactive multimedia for speaking skills practice for seventh grade students at SMP Gajah Mada. In terms of speaking, teachers should also be concerned about the micro skills. One of the micro skills is pronunciation and followed by other aspect which very important to seen are the students comprehensibility and fluency about material taught by teacher, then, continued to students vocabulary and grammar.

The researcher and the teacher agreed to limit the problem into the speaking teaching. In such activity, the students will try to practice to speak with good pronunciation, good comprehensibility, fluency, good vocabulary and grammar. The researcher and the teacher would monitor their progress and give feedback. So that in teaching speaking skills, in this research it is focused on micro skills, namely comprehensibility, fluency, pronunciation, grammar, and vocabulary.

1.4 Significant of the Research

By doing this study there is much benefit that can be reached. The result of the study, hopefully can give positive contribution for general and educational word. The significance of the study is theoretically and practically.

Theoretically: The results of the study are expected to support theories of learning using media applications.

Practically:

1. For schools, as a consideration to be able to prepare the tools used in the use of Interactive Multimedia to learn English and other subjects for teaching and learning process can take place more optimal.

2. For teachers, providing an invaluable experience in order to improve the learning of English through the development of media using interactive multimedia and appropriate methods in using English language especially improve students' speaking skills.

3. For students, as information materials and interested to continue this research by involving other variables with a wider population.

4. For researchers, the results of this study are expected to add insight and experience in conducting action research as well as a reference or input for researchers.

CHAPTER II

REVIEW OF LITERATURE

2.1 Theoretical Framework

There are literatures in this chapter that will be defined and related in this research. The terms are:

2.1.1. Definition of Speaking

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. Speaking skill is language skill to deliver idea, opinion, or answering the idea given by someone. The learners think that they are successful in learning English when they have improved their spoken language proficiency (Ampa, 2013: 12). Speaking is perhaps the most demanding skill for the teacher to teach. 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.

2.1.2 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.

In Indonesia, English is taught as a foreign language. In junior high schools, English is a compulsory subject. Therefore, they have to master English skill. Those are reading, writing, listening and speaking. Manning J (2014: 11) says that there are three stages in teaching speaking. These are introducing the new language, practice, and communicative activities:

1. **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.

2. **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.

3. **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 activities 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.

2.1.3. Definition Pronunciation

Pronunciation is the way in which a word or a language is spoken. This may refer to generally agreed-upon sequences of sounds used in speaking a given word or language in a specific dialect ("correct pronunciation"), or simply the way a particular individual speaks a word or language.

A word can be spoken in different ways by various individuals or groups, depending on many factors, such as: the duration of the cultural exposure of their childhood, the location of their current residence, speech or voice disorders, their ethnic group, their social class, or their education.

1. **Factors Affecting Pronunciation**

As people have their own native language, it seems they can be recognized by people that they are non-native speakers. The way we speak in a different language is affected by our mother tongue. There are several factors that can affect pronunciation. Below are the lists (adapted from Kenworthy 1987:4-8 as cited in Brown 2001:284-285) of the factors that should be considered by teachers:

1) Native language. This is the most influential factor when a learner learns new language. Teacher needs to diagnose their pronunciation difficulties so that they can have better pronunciation.

2) Age. In general, children's pronunciation is still exposed in an authentic context while adults can almost certainly have better pronunciation.

3) Exposure. The more exposure that gets is important, and the longer the time, the better the student can get the pronunciation.

4) Innate phonetic ability. Some people demonstrate phonetic coding skills and have had exposure to foreign languages from an early age.

5) Identity and language ego. Another influence is one's attitude toward speakers of the target language and the extent to which the language ego identifies with those speakers.

6) Motivation and concern for good pronunciation. Students' intrinsic motivation drives them toward improvement, and is the strongest influence of the six factors on this list.

Those factors above can open the teacher mind of understanding a learner's willing to improve their pronunciation.

2. **Teaching Pronunciation in Junior High School**

According to Kelly (2000:13), a lot of pronunciation teaching tends to be done in response to mistakes made by students in class. However, to make students able to speak fluently and correctly, pronunciation instruction needs to be taught to students. Especially in the standard of competence and basic competence of junior high school students that students need to master linguistic competencies including pronunciation.

This can be one of the basic things that students need to master because pronunciation plays an important role in language teaching. One of the goals that must be achieved by students is to be able to develop communication skills in oral and written forms so that they reach a functional level. The functional level means students must be able to cope with everyday problems. So, what teachers need to promote in teaching pronunciation are simple or basic activities for pronunciation.

2.2. Multimedia

Multimedia according to etymology or the origin of the language is derived from the word "multi" (Latin) "*multus*" which means many or more than one, and "media" (Latin) comes from the Latin word "*medius*" which is the plural form of the word *"medium"*, which means intermediary or introduction. In this sense, teachers, books, and the school environment is a medium (Sadiman,2014), the media is everything something that is used as a messenger and sends messages, so that can stimulate thoughts, attention, feelings and also the interest and attention of students in such a way that in the teaching process can take place effectively and efficiently as expected.

According to Iwan Binanto (2010:2), multimedia is divided into three types, namely:

1. **Interactive Multimedia**

Users can control what and when multimedia elements will be sent or displayed. For example: games and learning multimedia.

2. Hyperactive Multimedia

This type of multimedia has a structure of related elements with a user who can direct it. It can be said that this type of multimedia has many links that connect existing multimedia elements. Example: world wide web, website, online game.

3. Linear Multimedia

Users only become spectators and enjoy multimedia products that are served from start to finish. For examples television, movies, magazines, newspapers.

2.2.1. Interactive Multimedia

1. Definitions of Interactive Multimedia

Multimedia as "the use of text, graphics, animation, pictures, video, and sound to present information (Ivers and Baron, 2010: 54). Since these media can now be integrated using a computer, there has been a virtual explosion of computer based multimedia instructional applications. Eristi, Haseski et.al (2012:45) proposes multimedia as "any combination of text, art, sound, animation, and video delivered to the users by computer or other electronic or digitally manipulated mean." When the users can control the multimedia, it is called interactive multimedia. According to those definitions, they 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

According to Vaughan,T. (2011) in Binus University.ac.id ; Multimedia elements consist of text, images, sound, animation, video :

1) Text

Text is one of the multimedia components that is very powerful and clear in conveying information.

2) Image

Images are multimedia components that can convey information more interestingly and are very useful for conveying information that cannot be explained in words.

3) Sound

Sound is the component most affected by the five human senses. Sound can provide pleasure as in listening to music, or can provide an atmosphere that can change a person's mood.

4) Animation

Animation is a multimedia component that can make an image or text look more alive by displaying pieces of images that change quickly. In addition, animation can also make presentation slides more interesting.

5) Videos

Video is a multimedia component that consists of images and moves very quickly in sequence. Video is the most compelling component of multimedia, and it also has the power to bring computer users closer to real life.

According to Munir (2015:16-19), to use for 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 colour, layout, audio (music, narration, and sound effects) :

1. Text

It is very important to consider the kind of font style, size, and colour of the letter in making visuals for presentation. It is recommended that front be consistent with the other elements of the visual.

2. Style Front.

It is recommended that a Sans Serif lettering style such as Arial or simple Serif Style like Times New Romance be used.

3. 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 colours make the students interesting with the visual projects.

4. Graphics

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

5. Static visual displays

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.

6. Dynamic visual displays

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

7. 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.

8. Use of colour

It is very important to select colours appropriately so that our visual projects the correct massage to our students. There are two things to take into account: colour scheme and colour appeal. Colour scheme relates to selecting colours that affect harmony rather than annoyance. Colour appeal relates to considering him emotional impact of colours, for example red for danger etc.

9. 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.

6. 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, Ampa (2013:68) states that audio can be used to:

    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, colour, 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. Colour makes the presentation interesting and easy to understand. Layout can be set of slides for computer presentation. Soundcan 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 (in Riyana 2012:32), based on its primary storage equipment, multimedia can be classified into some different types. They are:

1. interactive video discs (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.

4. Criteria of Interactive Multimedia

Thorne (2006) in Atmawarni (2011:3) proposed the 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. Atmawarni (2011:4) gives some criteria of the interactive multimedia. They are as follows:

1. Graphic

1.1 Using visuals that are neither too abstract nor too realistic

1.2 Eliminating distracting backgrounds

2. Text

2.1 Cantering title at top of visual

2.2 Using short, concise, meaningful, descriptive titles that contain key words

2.3 Eliminating unnecessary words

2.4 Using italics, boldface, underlining, colour or a change in lettering style for emphasis

2.5 Minimizing text on each visual

2.6 Spacing between lines should be 1 ½ times word height

3. Colour

3.1 Using brightest and lightest colours to focus attention on important elements

3.2 Using lettering and visuals that contrast with background colors

3.3 Selecting colors that are harmonious

3.4 Using consistent background colors in a series of visuals

3.5 Limiting the number of colours in a visual

4. Layout

4.1 Making visuals as simple as possible. Using size, relationships, perspectives and such visual tools as colour and space to emphasize important elements

4.2 Using a horizontal format for overhead transparencies slides

4.3 Using a pleasing layout that appears balanced and orderly

5. Audio

5.1 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 criterias above, it can be concluded that good interactive multimedia are:

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 colour 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. The students can comprehend the lesson easily. Some advantages of using the interactive multimedia in the classroom. They are as follows:

1. 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.

2. 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.

3. Instructional Consistency and Fairness

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

4. Increasing Retention

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

5. 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.

6. Increasing Motivation

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

7. 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.

8. 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.

9. 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.

10. Flexibility

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

According to Ivers & Baron (2010) ini Saragih (2019:3), multimedia could 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:

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

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

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

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

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

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

7. 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.)

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

9. 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.

2.3 Previous Studies

Many researchers have been reported to expose about Interactive Multimedia for improving students' speaking skill in learning process more successful, some of their findings are as follows:

1. Nurhana Diska Rara (2003). *Improving Students' Reading Skill through Interactive Multimedia of the eighth grade in at SMP Raden Fatah Cimanggoh Cilacap the Academic Year of 2013/2014.* The result of the research shows Interactive Multimedia CD for eight grade that the students who are taught by Interactive Multimedia get better scores in understanding read a text. This research has the same research method, namely using experimental design. The differences is in variables and in the study population.

2. Farida Fitriani (2015). *"The Use of Multimedia for Improving Student Speaking Skills at SMP Negeri in Mataram City".* Educational journal. The result of the research found that the use multimedia in SMPN 12 Mataram and SMPN 8

Mataram better when compared with not using multimedia in SMPN 23 Mataram and SMPN 20 Mataram. This research has the same research method, namely using Experimental Design, but the type of Pre Experiment. The differences is in variables and in the study population.

3. Dewanti (2011) conducted a study on English interactive multimedia and it has been proven that English interactive learning multimedia can improve students' speaking skills in the context of English teaching and learning in Indonesia. In her study, she developed English interactive learning multimedia of *"effective communication" English textbook for the elementary level students*. In this research, the finding shows that there is significant improvement on the students 'speaking ability. Moreover, the interview results show that most of the students enjoy the English interactive learning media.
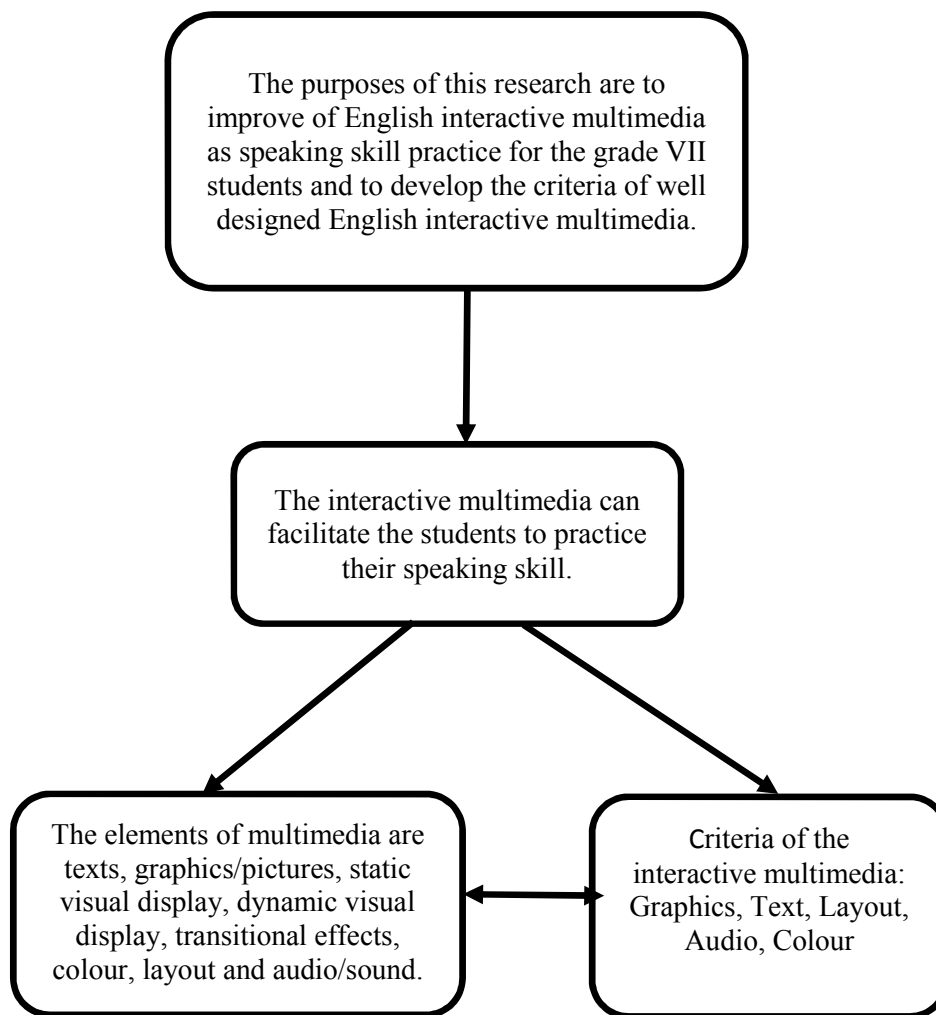
Based on the importance of English interactive learning multimedia, the researcher believes that the use of English interactive multimedia can improve the students' speaking skills. Based on the previous findings, the researcher explain that this research is different but has correlation. The similarity of the use of interactive multimedia with previous research is to improve students' ability by using interactive multimedia. The difference between the use of interactive multimedia are about population, sample and the instrumental of the research. The contribution of these previous studies to this research is to provide knowledge that interactive multimedia can improve speaking skills and reading skills.

From all the above findings, the researcher concludes that interactive multimedia is a good medium to be applied in teaching speaking because students are

interested and motivated to learn it. The use Interactive Multimedia can used by the teacher in the school and especially English Lessons. It is able to improve students' speaking skill.

2.4 Conceptual Framework

The purposes of this research are to improve of English interactive multimedia as speaking skill practice for the grade VII students and to develop the criteria of well designed English interactive multimedia.

The interactive multimedia can facilitate the students to practice their speaking skill.

The elements of multimedia are texts, graphics/pictures, static visual display, dynamic visual display, transitional effects, colour, layout and audio/sound.

Criteria of the interactive multimedia: Graphics, Text, Layout, Audio, Colour

Figure 2.1 Conceptual Framework

The purposes of this research are to improve of English interactive multimedia as speaking skill practice for the grade VII students and to develop the criteria of well designed. English interactive multimedia as speaking skill practice for the grade VII students at SMP Gajah Mada.

The reasons to conduct the study are (1) there was no maximum technology utilization in the school although the students and the teacher had their own notebooks; and (2) the English teachers had difficulties in finding the English interactive multimedia appropriate for the students` needs and there is no any English interactive multimedia as speaking skill practice for the grade VII students of SMP Gajah Mada.

Therefore, the English 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 above, it is necessary to develop English interactive multimedia as speaking skill practice for the grade VII students of SMP Gajah Mada. The interactive multimedia can facilitate the students to practice their speaking skill. In this research, terms of speaking, be concerned about the micro skills. One of the micro skills is pronunciation. The researcher and the teacher agreed to limit the problem into the pronunciation teaching.

CHAPTER III

METHODOLOGY OF THE RESEARCH

3.1 The Research Design

The research design of this research was Classroom Action Research which only focuses on a problem that originates from the situation class nature. Researcher tried to fix a real problem starting from the natural situation of the class, by providing an action intervention without changing the naturalness of the situation as an effort to make improvements in the form of improving the quality of students' speaking skill through the implementation of interactive multimedia applications.

3.2 Place and time of research

This classroom action research was conducted at SMP Gajah Mada class VII for English and the research was in June 2021. The timing of the research refers on the school's academic calendar, because CAR requires multiple cycles requires an effective teaching and learning process in the classroom.

3.3 Population and Sample of the Research

The population of this research was students of SMP Gajah Mada. The sample of this study was carried out in class VII students of SMP Gajah Mada in the academic year 2020/2021 with the number of students in one class namely 20 students consisting of 8 male students and 12 female students.

3.4. Research procedures

The research was Classroom Action Research (CAR) which consists of four components, namely planning, implementation of action, observation, and reflection.

As for the description of the model Classroom action research is as follows (Arikunto, 2008):

Thus the implementation of the four components was considered as one cycle. In execution, the number of cycles was depended on the level problem solving or indicator achievement criteria.

This action research was conducted in three stages, namely pre-cycle, cycle I and cycle II. Each cycle includes four main steps, namely planning, action, observe and reflection. This study was carried out in stages in a cycle was adapted to conditions in the field. Procedure for implementing actions and implementation at the research location is as follows:

CYCLE 1:

1. Planning

The activities that will be carried out in planning are as follows:

1) Observation

Observation was made to identify problems that arise within class. Identification of these problems was carried out through interviews with teachers, classroom observation and continued by discussing the steps which taken between the researcher and the teacher.

2) Problem solving

From the various problems identified, researcher and teacher were acting as a collaborator who determined the problem resolved. Researcher and teacher agreed to application of interactive multimedia to improved students speaking skill for grade VII students SMP Gajah Mada.

3) Planning determination

Once the specified problem has been resolved, then researchers and teachers compiled a research plan that taken. All the information that has been obtained was taken into consideration in determining efforts taken in this research.

4) Preparation for action

The following are various preparations for actions that will be taken by teacher and researcher:

1) Planning of interactive multimedia in English, especially for improve students speaking skill for grade VII

2) Preparing the facilities and infrastructure needed for implementation action.

3) Preparing research instruments in the form of test questions, observation guidelines, interview guidelines, field notes and documentation.

2. Implementation of actions

The second stage in classroom action research was implementation of action. The action was carried out based on the existing planning made (RPP). The action taken was the application of interactive multimedia to improve students speaking skill for grade VII students.

3. Observations

Observations were made with the aim of knowing the course of the process learning while the action is being implemented. Researcher and teacher made written observations using field notes daily about the implementation of the action. The results of existing observations were used as a material consideration for the next steps.

4. Reflection

At this stage, reflection was carried out by researcher and teacher as a means to conduct a review of the actions that have been taken. This was done in order to know the changes from the action, both positive changes and negative changes and to find out the obstacles that occur during the learning process. Furthermore, researcher and teacher discussed the next action plan. Increases that occur in actions that have been taken then continue to return until the planned goals achieved.

The four stages in action research above were elements of a cycle, namely a continuous cycle of activities that return to steps beginning. These activities were carried out starting from the planning stage up to reflection stage.

CYCLE 2

Cycle 2 is basically the same process as in cycle 1.

3.5 Instrument of Collecting Data

1. Observation

In arranging a checklist of observation, the writer observed behavior that indicates their activities and response during the teaching learning process through multimedia

2. Test

In this research, the test used was the researcher asked the students to describe about their parents. The test was used to compare the students speaking achievement before conducting the research (pre-test) and after conducting the research (post-test). The writer used the speaking test as the instrument to measure their speaking skill.

3.6 Technique of Collection Data

In this study, data collection on the implementation and results of the action was carried out using several techniques, namely:

1. Interview

Interviews were conducted to find out the real conditions that exist in school. Interviews were conducted with teachers and students in preliminary research to find out the problems that exist in school. Interviews were conducted for reveal the activities carried out by the teacher during teaching and the learning outcomes obtained by students as well as the teacher's way of overcoming problems that happens in class.

2. Observation sheet

The initial observation sheet was used to find out the problem contained in the class before the research was carried out and the observation sheet at the time of the research was used to determine student activity in the process learning and teacher activities both in the cycles implemented. The observation sheet was also used to observe students.

3. Test

The test was a measuring tool or procedure used to find out or measure student learning outcomes, especially related cognitive learning outcomes with mastery and teaching materials (Sudjana, 2008). In this research the form of the test that will be used is the speaking skill test was describing parents.

4. Documentation

This method was done by retrieving documents / data support research. The data includes the names of students as subject of research and data on the test scores of subjects taken from the list values as well as photos of activities.

5. Scoring the Test

In scoring the data of this research, an oral speaking test will be given to the students to evaluate the students' speaking competence. The indicator of the success of this research based on oral proficiency scoring categories proposed by Brown (2001: 173).

Table 3.1: Scoring Rubric of Students' Speaking

No	Students' Name	Comprehensibility	Fluency	Pronunciation	Vocabulary	Grammar	Score

6. Cycle test data:

The test results for each cycle will be analyzed by calculating the average value of absorption classically, and the percentage of student learning completeness classically with using the following equation :

a. Mean score of students

$$X = \frac{\sum x}{N}$$

Information :

X = Average value

x = Number of values

N = Number of students

b. Classical absorption

$$DS = \frac{NS}{S x Ni} x 100\%$$

Information :

DS = Classical absorption

NS = The score of all students

Ni = ideal value

S = Number of students

c. Completeness of classical learning

$$KB = \frac{N}{S} x 100\%$$

Information :

KB = completeness of study

N = The number of students who scored $\geq$ 70 in the cognitive domain or on good or very good criteria

S = Number of students

3.7. Indicators

Indicators of success in this study are learning outcomes and student activity. The action will be stopped if the success criteria action has been accomplished. The criteria for the success of the action are set based on completeness of learning determined by the school and based on considerations research.

The indicator of the success of this research based on oral proficiency scoring categories proposed by Brown (2001: 173). The research is considered as successful if the students make a significant improvement on their grammar, vocabulary, comprehension, fluency, pronunciation and task. For the clearer image, you can see the table below:

Score	Aspect				
	Grammar	**Vocabulary**	**Comprehensibility**	**Fluency**	**Pronunciation**
10	Errors in grammars are frequent, but speaker can be understood	Speaking vocabulary inadequate to express anything but the most elementary needs.	Not comprehend the material to deliver	Not speak fluently but speaker can be understood	Errors in pronunciation but can be understood
15	Errors in grammar are rare, and speaker can be understood and confident control of the grammar.	Has speaking vocabulary sufficient to express themselves simply with some circumlocutions.	Comprehend enough the material to deliver	Fluent enough in speaking and speaker can be understood	Accent is intelligible though often quite faulty.
18	Control of grammar good. Able to speak the	Able to speak the language with sufficient vocabulary to participate effectively	Comprehension is quite complete at a normal rate of speech	Able to use the language fluently	Speaking proficiency equivalent to that of an educated native speaker.