DEVELOPMENT OF INTERACTIVE MULTIMEDIA ENGLISH TO TEACH SPEAKING STUDENTS GRADE IX SMPN 02 TUREN

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A B S T R A C T

The purpose of this study is to teach English speaking, especially in the pronunciation of English words for grade IX students of SMPN 02 Turen. The method used in this study is Research & Development (R & D), which is a research method that focuses on the discovery or creation of new products. The results showed that students' lack of interest in the learning process was caused by a boring and uninteresting approach to teacher learning. Researchers use Interactive Multimedia to improve the teaching and learning process in the classroom because it is considered suitable and in accordance with existing problems. The product produced in this study is in the form of PPT videos that divide media quality into components of content, media, and interactivity.

Introduction

The purpose of language learning is to be conversant in the target language (Siti Rofi'ah, 2018) Therefore, In order to help pupils communicate in English, English instruction and learning must be prioritized for students, both in spoken and written English. To achieve this goal (Biya Ebi. P, Ady, M. R., N. E. W., 2020), To fully realize the teaching and learning process and enhance student accomplishment, English language learning requires curriculum reform, teacher skill development, and media facilities that support the teaching process. However, state of English Learning in the classroom doesn't prepare kids for achieve language ability. The way that children learn is under the teachers' control.

Therefore, Teachers should encourage pupils to practice speaking with confidence so they can learn about language even on their own time at home. When it comes to learning activities, Information and communication technology development, particularly Interactive Multimedia, can benefit teachers (Syahputra, 2014). Information can be displayed using interactive multimedia, which combines text, graphics, animation, photos, video, and music. According to (Wijayanti & Gunawan, 2021) There has been a massive increase in virtual computer-based multimedia learning applications since different media can now be combined utilizing computers.

Numerous researchers have carried out studies on the development and use of Interactive Multimedia in a range of learning activities, including teaching English speaking activities. There are virtual computer-based multimedia learning programs for learning the meaning of speaking, elements of speaking ability, as well as various speaking activities (Mira Ulfah, 2012). Action research on the use of Interactive Multimedia to teach students speaking proves that it is good to help improve student ts' English vocabulary pronunciation. And teachers can use these programs in their instruction or even create more active learning for instructing. In addition, development research shows that the Interactive Multimedia media is rated as good since it has a mean greater than 30 and a minimum lower than 40. The media component is then rated as Excellent. The reason is that the mean is greater than 44,55. While the level of interaction is rated as Good. The mean is more than 18,5 and less than 23,5.

The purpose of this study is to teach English speaking, especially in the pronunciation of English words for grade IX students of SMPN 02 Turen. The research was carried out in class IX SMPN 02 Turen through observation. Observations were made using two questionnaires: Data on student characteristics were collected using the first questionnaire (Needs Analysis), while information from students and English teachers of SMPN 02 Turen was collected using the second questionnaire to revise the English Interactive Multimedia that had been used. Observations include: (1) The teacher still teaches with a monotonous and uninteresting method (2) Students feel bored with the teacher's teaching method (3) the pronunciation of students' English vocabulary is still not good and correct. Based on these findings, researchers concluded that teachers need interesting teaching media such that teaching process is active and supportive in the classroom. Therefore, researchers conducted a study entitled Development of English Interactive Multimedia for grade IX students of SMPN 02 Turen.

Research Method

Research and development (R&D) is the research methodology employed in this study. R&D is a method of research that focuses on discovering or creating new products (Arifin, 2014). Researchers used the ADDIE model in this study. Dick and Carry created the ADDIE paradigm in 1996 to create a learning system . The ADDIE development research approach is seen as being more logical and comprehensive during the product development phases. According to (A'yun L.H, W.A, S.R, 2023) , this paradigm can be applied to the creation of a variety of learning-related products, including models, learning strategies, learning techniques, media, and teaching materials. Analysis, Design, Develop, Implement, and Evaluate are the five steps of the ADDIE procedural paradigm.

To design new products, Research using the ADDIE model is used, for example. textbooks for learning, learning modules, learning videos, multimedia, and so on (Taylor, 2004). At each stage, the ADDIE model will provide an opportunity to evaluate each product development activity, with the aim of minimizing the level of deficiencies or errors in the products developed. So the researcher chose this type of research to Develop English interactive multimedia to teach speaking for class IX of SMPN 02 Turen.

Result
First Questionnaire Results
Needs analysis was conducted to obtain student data and a summary of their educational requirements using the first questionnaire. The result was that there were 30 students: 16 boys and 14 girls then each student was given the task of memorizing 10 English vocabulary words the aim was to discover the pronunciation ability the English vocabulary of students. Analysis findings are as follows:

No.	Research Subjects	Name	Assessment Aspect (Pronounciation)
1.		Agis	C
2.		Fachril	C
3.	STUDENTS OF GRADE IX SMPN 02 TUREN	Ainun	B
4.		Alvin	B-
5.		Amara	B
6.		Amelia	C
7.		Aurelita	C
8.		Bruce Lee	C
9.		Daniel	C

No.	Name	Grade
10.	Fadil	C
11.	Fashi	B
12.	Julia	C
13.	Kahfi	C
14.	Khusnul	C
15.	Ling Ling	B
16.	Dika	B-
17.	Arman	C
18.	Prawira	C
19.	Aris	C
20.	Nabil	C
21.	Naufal	C
22.	Nazrul	C
23.	Reihan	C
24.	Rini	B
25.	Riska	C
26.	Salsa	B-
27.	Sheirilla	C
28.	Vina	C
29.	Vivian	B
30.	Yudhistira	C

Table 1. Needs Analysis Results

According to the results of the aforementioned needs analysis, children received a grade of C, indicating that their speaking abilities are still limited. Additionally, most pupils struggle with pronouncing English words correctly. Teachers encourage their pupils to utilize interactive multimedia during the teaching process. Students concur, as well. However, the information must adhere to the Competency Standards and the Basic Competency. English is required in order to make the interactive multimedia medium of recording monologues interesting. The majority of pupils favor the interactive multimedia layout. English that is inspiring, engaging, and has a pleasing colour scheme. Students be able to easily understand the font size that is utilized in interactive multimedia English. The preferred fonts among the students for interactive multimedia English is a straightforward, readable language. It must also be an attractive colour mix between the lettering and the background. Additionally, interactive multimedia English's navigation is not particularly challenging.

Second Questionnaire Results
1) **Data from Students**

Value	Content	Media	Interactivity
		Aspects	
Excellent	$\bar{X} > 40$	$\bar{X} > 44,55$	$\bar{X} > 23.5$
Good	$30 < \bar{X} \leq 40$	$34,85 < \bar{X} \leq 44,55$	$18.5 < \bar{X} \leq 23.5$
Enough	$28 < \bar{X} \leq 30$	$24,15 < \bar{X} \leq 33,85$	$12.5 < \bar{X} \leq 17.5$

Bad	$\bar{X}$ $15 < \leq 20$	$\bar{X}$ $15{,}55 < \leq 25{,}15$	8.5 $\bar{X}$ $\leq\leq$ 12.5
Very Bad	$\bar{X}_{< 15}$	$\bar{X}_{< 15{,}55}$	$\bar{X}_{< 8.5}$

Table 2. The English Interactive Multimedia Design's Criteria for Each Aspect

The researcher might classify the English Interactive Multimedia as either Excellent, good, bad, or very bad based on the table above.

Aspects	Average	Value
Content	38	Good
Media	54	Excellent
Interactivity	23	Good

Table 3. The Value of Each Aspect in the English Interactive Learning Media Design

Considering Table 3, The content aspect is rated as Good since it has a mean more than 30 and a minimum lower than 40. After that, The media aspect is categorized as Excellent. It is because the mean in higher than 44,55. While the interaction is given a Good rating. It is as a result of the mean being higher than 18,5 and lower than 23,5.

2) Data from the English Teacher /Material Experts

Researchers provide different questionnaires with students because the questionnaire given to English teachers aims to revise interactive multimedia English to be better and more appropriate so that it can be used / implemented for grade IX SMPN 02 Turen students. While the questionnaire given to students aims to find out the opinions of students whether the media used is good enough and interesting in the teaching process in class.

The questionnaire's findings given to English teachers are presented in the following table 4:

NO	ASSESSMENT ITEMS	SCALE				NOTE
		1	2	3	4	
		TS	CS	S	SS	
1.	efficient and effective in the creation and application of learning media				✓	
2.	Visuals (layout design, typography, colors) are used well and attractively				✓	

No.	Assessment Items	1 TS	2 CS	3 S	4 SS	Note
3.	Audio (narration, sound effects, backsound) used is good and interesting				✓	
4.	The learning videos used are in accordance with existing problems			✓		
5.	Reliable (The software can function properly; it doesn't frequently hang, crash, or cease working)			✓		
6.	Compatibility (Learning media can be used in various existing hardware/software)			✓		

Notes: Maybe in the media presented, The presentation of pronounciation skills is not much presented so it needs a little addition.

Table 4. Data from English Teacher

The use of interactive multimedia for learning is beneficial and appropriate for usage by students during the teaching process, it can be inferred from the table above. However, there needs to be an additional presentation of pronounciation skills in the media.

3) Data from Media Experts
After validating media experts, there are some revisions that need to be done such as writing the wrong vocabulary, there are some pronunciations of English vocabulary that are wrong. Then the researcher revised the input from media experts, and there were no more revisions after that. Here are the results of data from media experts:

NO	ASSESSMENT ITEMS	SCALA				NOTE
		1	**2**	**3**	**4**	
		TS	**CS**	**S**	**SS**	
1.	efficient and effective in the creation and application of learning media			✓		

2.	Visuals (layout design, typography, colors) are used well and attractively	✓
3.	Audio (narration, sound effects, backsound) used is good and interesting	✓
4.	The learning videos used are in accordance with existing problems	✓
5.	Reliable (The program can run properly, does not easily hang, crash, or stop during operation.)	✓
6.	Compatibility (Learning media can be used in various existing hardware/software)	✓

Table 5. Data from Media Experts

It is clear from the table above that interactive multimedia learning is effective and appropriate for use by students during the teaching process.

Product Results

Researchers developed this product in the form of a PPT video equipped with a sura of each word, so that the pronunciation of each word can be learned well through the PPT video. Product results are as follows:

Figure 1: Start Page

Figure 2: Start Page
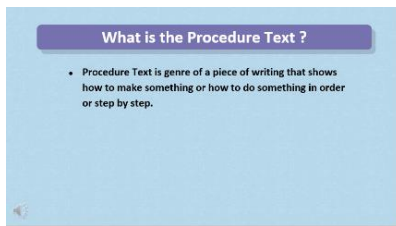
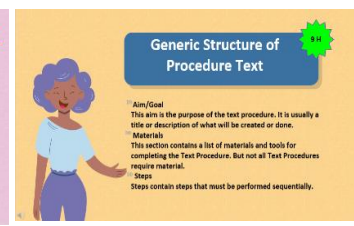**Figure 3**: Content Page   **Figure 4**: Content Page   **Figure 5**: Content Page
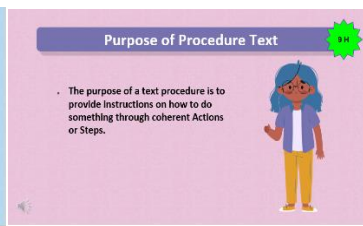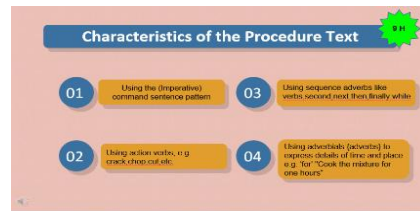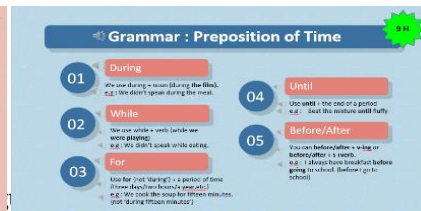

Figure 8: End Page   **Figure 9**: End Page

Based on the picture above will be explained into 3 pages. (1) Start Page: The start page is a section that contains greetings and delivery of learning objectives, figure 1 and 2 show the start page. (2) Content Page: The content is a section that discusses the material that will be given to students, figure 3,4,5,6, and 7 show the content page. (3) End Page: The final page is a page that contains practice for students to know the results of what has been learned, figure 8 and 9 show the end page.

Discussion

The results of the analysis show that the use of English Interactive Multimedia for the learning process in the classroom received a good response from students, media experts, and English material experts/teachers, however, there still needs to be improvements from the use of English Interactive Multimedia, namely the addition of presentation of pronounciation skills and also the practice of speaking English so that students are more trained to speak English. Students also become more focused on the material and become more interactive during classroom learning, this is relevant to previous researchers by (Putu Enik Kristiani, 2021) that Interactive Multimedia greatly facilitates the learning process in the classroom.

From the data analysis above, the study of data from each respondent revealed that the characteristics of media, content, and interactivity are all in the good category because they meet the standards of media assessment and English Interactive Multimedia made by considering the needs of students. This is relevant to previous researchers by (Azwin Arif, 2015) that in general responds well to the results of the resulting product, namely English Interactive Multimedia.

Thus, researchers can conclude that the development of English Interactive Multimedia in the form of Video PPT: (1) can improve students' English speaking skills (2) can make it easier for teachers to deliver material (3) can create a good, conducive,

and interesting learning process. However, there are some inputs from researchers for English teachers, namely in addition to the use of English Interactive Multimedia, Teachers also need to change some tricks / steps in teaching, namely teachers should always approach students like a friend so that students feel comfortable during the learning process but there must still be limits so that students still maintain civility / behavior towards a teacher.

Conclusion

This research can be concluded that the development steps of Interactive Multimedia to teach English speaking students of grade IX SMPN 02 Turen consists of Steps with the ADDIE model adapted from Theory (Taylor, 2004). The results of interactive multimedia development are well categorized since the median is greater than 30 and lower than 40. The media component is then rated as Excellent. The reason is that the mean is greater than 43,55. While the level of interaction is rated as Good. It is as a result of the mean being higher than 18,5 and lower than 23,5. This product has become an alternative material for teaching speaking skills. They have an interest in learning English because the media used is quite interesting for students and is in accordance with the characteristics of students so that Interactive Multimedia becomes an important teaching material to use. It is essential for us to make the most of technology, especially in this day and age when it is becoming more advanced.

Acknowledgements

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