

ABSTRAK

Widiana, Maria. 2012. *Pengembangan Multimedia Interaktif untuk Keterampilan Berbicara Bahasa Indonesia Kelas V SD Kristen Kalam Kudus Yogyakarta*. Skripsi. Yogyakarta: PGSD, Universitas Sanata Dharma

Penggunaan multimedia interaktif dalam pembelajaran di SD dapat meningkatkan motivasi belajar siswa. Pembelajaran yang menggunakan multimedia interaktif akan lebih aktif, kreatif, inovatif, dan menyenangkan. Kenyataan multimedia interaktif belum banyak dikembangkan di SD. Tujuan penelitian ini adalah untuk mengetahui prosedur pengembangan multimedia interaktif untuk pembelajaran bahasa Indonesia aspek keterampilan berbicara pada materi memerankan drama kelas V SD dan mengetahui kualitas produk yang dikembangkan.

Metode penelitian yang digunakan adalah metode penelitian dan pengembangan (R&D). Metode penelitian dan pengembangan digunakan untuk mengetahui prosedur pengembangan dan kualitas pengembangan multimedia interaktif keterampilan berbicara bahasa Indonesia kelas V SD semester genap. Prosedur penelitian pengembangan ini terdiri dari empat tahap yaitu kajian Standar Kompetensi dan materi pembelajaran, analisis kebutuhan dan pengembangan program pembelajaran, memproduksi *software* dan modul, serta validasi dan revisi produk. Penelitian ini dilakukan terhadap 51 siswa kelas V SD Kristen Kalam Kudus Yogyakarta pada bulan Januari sampai April 2012. Produk yang dikembangkan dalam penelitian ini mengacu pada pendekatan Paradigma Pedagogi Reflektif (PPR) karena PPR mempunyai kelebihan yaitu menekankan kepada peserta didik untuk peka dalam memahami lingkungan dan sesama yang ada di sekitarnya.

Penelitian ini menghasilkan media pembelajaran yang berupa multimedia interaktif dan modul pembelajaran khususnya untuk pembelajaran bahasa Indonesia kelas V SD semester genap materi memerankan drama. Media pembelajaran dapat digunakan dalam pembelajaran di kelas dan dapat digunakan secara mandiri oleh siswa karena terdapat berbagai penjelasan dan tanggapan terhadap jawaban siswa secara langsung.

Berdasarkan hasil penelitian dan pembahasan, dapat disimpulkan bahwa prosedur pengembangan ini melalui empat tahap. Keempat tahapan itu adalah (1) kajian Standar Kompetensi dan materi pembelajaran, (2) analisis kebutuhan dan pengembangan program pembelajaran, (3) memproduksi *software* dan modul pembelajaran, dan (4) validasi dan revisi produk. Kualitas produk ini memperoleh skor 4,9 dengan kriteria sangat baik menurut guru bahasa Indonesia kelas V SD Kristen Kalam Kudus Yogyakarta, skor 4,58 dengan kriteria sangat baik menurut pakar pembelajaran bahasa, skor 3,85 dengan kriteria baik menurut pakar media pembelajaran, dan skor 4,43 dengan kriteria sangat baik menurut 15 siswa kelas VB SD Kristen Kalam Kudus Yogyakarta.

ABSTRACT

Widiana, Maria. 2012. *The Development of Interactive Multimedia for Indonesian Language Speaking Skills of the Fifth Grade of Kristen Kalam Kudus Elementary School Yogyakarta*. Thesis. Yogyakarta: Elementary School Teacher Education, Sanata Dharma University

The using of interactive multimedia in learning at elementary school can improve students' learning motivation. The learning which uses the interactive multimedia will be more active, creative, innovative, and attractive. In fact, the interactive multimedia is still not much developed in elementary school. This research is to figure out the procedure of interactive multimedia learning development in learning Indonesian language on speaking skills of the fifth grade of elementary school in the second semester in a subject of playing a play and find out the product quality which is developed.

The method used was the Research and Development Method. This method is used to figure out the development and quality procedure of interactive multimedia in learning Indonesian language on speaking skills of the fifth grade of elementary school in the second semester. This research and development procedure consisted of four stages which are competence standard instruction and learning materials, the analysis of the needs and the improvement of learning program, software products and learning textbook; and the product revision and validation. This research was done towards 51 students of Kristen Kalam Kudus Elementary School Yogyakarta on January to April 2012. The product developed in this research refers to the Reflective Pedagogic Paradigm Approach because this approach has a strength that is threatening the students to pay attention to the environment and human beings in surrounding.

This research results the learning media in the form of interactive multimedia and textbook especially in learning Indonesian language on speaking skills of the fifth grade of elementary school in the second semester in a subject of playing a play. The learning media can be used in class activity and also individually for the students because it has the many explanations responses towards the students answers directly.

Based on the result and the discussion of the research, it can be concluded that this development procedure went through for stages. The four stages are competence standard instruction and learning materials, the analysis of the needs and the improvement of learning program, software products and learning textbook; and the product revision and validation. The quality of this product scored 4.9 which belongs to very good criteria according to the Indonesian Language teacher of the fifth grade of Kristen Kalam Kudus Elementary School Yogyakarta, scored 4.58 which belongs to very good criteria according to language learning expert, scored 3.85 which belongs to good criteria according to learning media expert, and scored 4.43 which belongs to very good criteria according to 15 of the fifth grade class B students of Kristen Kalam Kudus Elementary School Yogyakarta