

## ABSTRACT

Pramudyantoro, Heronimus Dita. 2011. *Designing Supplementary Interactive Speaking Multimedia Using Video for the Tenth Grade Students of SMA Pangudi Luhur Sedayu*. Yogyakarta: English Language Education Study Program, Department of Language and Arts Education, Faculty of Teachers Training and Education, Sanata Dharma University.

Video is a useful medium in language learning in improving students' skill especially for speaking skill. The use of video is identically with multimedia teaching learning activities because of its requirement which needs a projector to facilitate learning. But the advantages of using video are so many. The using of video supports the students' enthusiasm because the students can see the visual and hear the audio from the video. By using video to learn speaking, the students identify the native speaker and the vocabulary used. The students will be easy to memorize the materials through video.

This study was aimed to help English teacher in senior high school to provide and arrange interesting teaching learning activities which focus on the speaking skill. The essence of this study was to improve speaking skill. The problem to solve in this study is "What is the design of supplementary interactive speaking multimedia for the tenth grade students of *SMA Pangudi Luhur Sedayu*?"

This study was done by conducting the steps of Kemp's instructional design model which was put under the umbrella of R&D cycle by Borg and Gall. This study used the relevant theories related to the use of video for learning, speaking skill, Communicative Language Teaching (CLT), and Learning with multimedia, to design the supplementary interactive speaking multimedia for the tenth grade students of *SMA Pangudi Luhur Sedayu*.

This study had found the answer to the formulated problem above. The design of supplementary interactive speaking multimedia for the tenth grade students of *SMA Pangudi Luhur Sedayu* is interactive speaking multimedia which includes the learners' characteristic and needs, the formulation of goals, general purposes, and topics, subject content, teaching learning activities, design feedback, design improvement, and the final version.

The design which was interactive speaking multimedia contained four units. The teaching learning activities which were taught in each unit consisted of three sections, namely **Lead in Activity** which functioned to recall the background knowledge, **Language Focus** which functioned to provide information on how to use expressions properly, and **Communicative Task** which functioned to provide opportunities to speak. The content of each unit had similar procedure. In **Lead in Activity**, the activities were reading passage, pronouncing words, and watching video. In **Language Focus**, the activities were pronouncing expressions, watching video and simple practice. And **Communicative Task** the activities were speaking practice and joke section.

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Video merupakan media pembelajaran bahasa yang sangat berguna dalam peningkatan kemampuan siswa terlebih dalam kemampuan berbicara bahasa Inggris. Penggunaan video mendukung siswa belajar karena menarik untuk dilihat dan didengarkan. Dengan melihat langsung video, para siswa dapat mengidentifikasi *native speaker* serta perbendaharaan kata yang digunakan. Dengan melihat, maka murid akan mudah untuk mengingat tentang topik yang sudah diajarkan melalui video.

Studi ini bertujuan untuk membantu guru bahasa Inggris di sekolah menengah atas (SMA) dengan menyediakan kegiatan belajar mengajar dengan fokus pada kemampuan berbicara secara menarik. Dalam studi ini, permasalahan yang harus diselesaikan adalah “Seperti apakah desain *interactive speaking multimedia* untuk siswa kelas sepuluh di SMA Pangudi Luhur Sedayu?”

Studi ini diselesaikan dengan menerapkan langkah – langkah prosedur dari model pembelajaran Kemp yang dimasukkan kedalam langkah – langkah metode penelitian dan pengembangan pendidikan (R&D) Borg and Gall. Studi ini juga menggunakan teori yang berkaitan dengan penggunaan video, *speaking skill*, Communicative Language Teaching (CLT), dan multimedia untuk menyusun kegiatan pembelajaran berbicara yang berbentuk *interactive speaking multimedia* untuk siswa kelas sepuluh di SMA Pangudi Luhur Sedayu.

Studi ini telah menemukan jawaban atas permasalahan yang telah dirumuskan di atas. Desain kegiatan pembelajaran berbicara yang berbentuk *interactive multimedia* untuk siswa kelas sepuluh di SMA Pangudi Luhur Sedayu adalah desain kegiatan pembelajaran yang mencakup adanya karakteristik dan kebutuhan siswa, standar kompetensi, kompetensi dasar, dan topik, isi subjek, aktivitas pembelajaran, revisi desain, pengembangan desain, dan hasil akhir desain.

Desain yang berbentuk *interactive speaking multimedia* terdiri dari empat unit. Kegiatan pembelajaran yang diajarkan di tiap unit terdiri dari tiga bagian. Bagian *Lead in Activity* berfungsi untuk mengingat kembali ilmu atau materi. Bagian *Language Focus* berfungsi untuk menyediakan informasi yang akurat tentang berbagai macam ekspresi. Bagian *Communicative Task* berfungsi untuk memfasilitasi murid berbicara. Kegiatan pembelajaran setiap unit memiliki prosedur yang sama. Kegiatan *Lead in Activity* berisi kegiatan membaca bacaan, pengucapan kata, dan melihat video. Kegiatan *Language Focus* berisi kegiatan pengucapan ekspresi, melihat video, dan praktek bicara sederhana. Dan kegiatan *Communicative Task* berisi kegiatan praktek berbicara dan humor.