

ARTIKEL

**DEVELOPING INTERACTIVE MEDIA TO TEACH SPEAKING SKILL FOR
GRADE 11 STUDENTS**

Disusun dan Diajukan oleh:

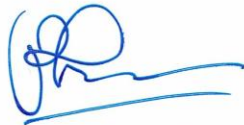
Anggi Yulihar
NIM. 2122121004

Telah diverifikasi dan dinyatakan memenuhi syarat
untuk diunggah pada jurnal online

Medan, September 2016

Menyetujui

Dosen Pembimbing Skripsi I



Dr. Rahmad Husein, M.Ed.
NIP. 19620629 198803 1 002

Dosen Pembimbing Skripsi II



Nora Ronita Dewi, S.Pd., S.S., M.Hum.
NIP. 19800522 200812 2 003

**Ka. Program Studi
Pendidikan Bahasa Inggris**



Nora Ronita Dewi, S.Pd., S.S., M.Hum.
NIP. 19800522 200812 2 003

**DEVELOPING INTERACTIVE MEDIA TO TEACH SPEAKING SKILL
FOR GRADE 11 STUDENTS**

***Anggi Yulihar**

****Dr. Rahmad Husein, M.Ed.**

****Nora Ronita Dewi , S.Pd., S.S., M.Hum**

ABSTRACT

Yulihar, Anggi. Registration Number: 21222121004. Developing Interactive Media to Teach Speaking Skill for Grade 11 Students. A Thesis. English Educational Program, Faculty of Languages and Arts, State University of Medan, 2016.

The study deals with the developing interactive media for senior high school students. The objective of this study is to find out how to develop interactive media for better speaking skill of senior high school students. The research was conducted by using Research and Development (R&D). The subject of this research was 2016/2017 students of the eleventh grade of Class XI IPA⁴ in SMAN 1 Batang Kuis. The number of the students was 30 students. The data of this study was collected by using need analysis questionnaire and experts' judgment. Need analysis questionnaire was calculated by using percentage to get the information of students' need before developing interactive media. Experts' judgment was calculated by using likert data, mean and criteria interval of expert judgment to know the validity of interactive media which has been developed. After the data analyzed, it was found that the experts' judgment result was 4.80 which had a very good criteria interval. The result of the research find that interactive media is a very good to be used in teaching speaking skill.

Keywords: Interactive Media, Digital Storytelling, R&D

*Graduate Status

**Lecturer Status

INTRODUCTION

Background of the Study

In learning English, there are four skills which need to be learned. They are listening, speaking, reading and writing. One of the language skills which are important is speaking. Speaking as one of language skill which is being taught in school, has become the main concern for teacher. Teacher of English should be able to find some ways to develop students' skills, especially in speaking.

In Indonesia, the problem of speaking skills is crucial. The problem is about students' low level of speaking ability and in ability to speak confidently and fluently. Also based on the writer's observation of Grade 11 students she found that the students' low level of speaking ability and their inability to speak confidently and fluently in front of the class. That problem can be caused by the teacher's ways in teaching speaking. Based on the writer's observation of Grade 11 students of SMAN 1 Batang Kuis, it was found that teaching speaking that the English Teacher used did not completely fulfill the students' need of speaking skill. It can be shown from the teachers' ways to teach speaking by only used the media "projector" to show the text of Narrative Text. While in KTSP syllabus states that the students are demanded to perform some monologue genre of Narrative, Report and Analytical, but unfortunately the teacher's ways in teaching narrative is not appropriate with the students' need which ask them to read the genre of text but not to perform it. The writer conclude that the media used by the teacher should be developed to interactive

media which fulfill the students' need of speaking skill in teaching narrative that is 'Digital Storytelling'.

There are so many things that can be used to extend and create a more powerful ways and impact for speaking skill. (Rains, 2009). We live in the world of technology so we, as the teachers of English language can ask ourselves, how to interconnect students' digital knowledge with storytelling. This study will focus on "interactive media to teach speaking through Digital Storytelling." In many dictionaries, storytelling is simply defined as a story narration, which means "the act or process of telling a story". Digital Storytelling is one of the technologies that define as a short story created by combining a recorded narrative with images (still or moving), and music or other sounds by using the computer to facilitate it. Digital Storytelling use Photostory 3 in created the video story itself. Digital storytelling is defined by The Digital Storytelling Association, as a "modern expression of the ancient art of storytelling" (The Digital Storytelling Association 2011). Although there is not a single digital storytelling definition, the majority emphasize the use of multimedia tools including graphics, audio, video, and animation to tell a story.

Digital storytelling is a good interactive media to teach speaking skill. Because of using Digital storytelling can train the students to speak up more than do not use it to teach them. It is supported by Rokni (2014: 2(4): 252-257) stating that the strategy of applying digital storytelling not only enhances the speaking ability of learners but also has a considerable effect on students' motivation toward language

learning in general and speaking skills in particular. Digital storytelling and story making provide opportunities for sharing thoughts and ideas as a class, group or individually. It is a motivational tool which encourages learning, good communication skills and engagement in writing.”

Hayo (2011:1) points out that Digital storytelling is a compelling activity for the language classroom. Easy to use for both writing and speaking practice, digital storytelling can be a good way to motivate students to use the language both inside and outside the classroom. Many teachers report high motivation levels, and not only for their students.

Using Digital Storytelling gives a powerful impact for the students’ ability in speaking. Applying digital storytelling not only enhances the speaking ability of learners but also has a considerable effect on students’ motivation toward language learning in general and speaking skills in particular. It is a motivational tool which encourages learning, good communication skills and engagement in writing also. Thus, this research is formulated as “Developing interactive media to teach speaking for Grade 11 Students.”

REVIEW OF LITERATURE

Richard (2008:19) says that the mastery of speaking skills in English is a priority for many second-language or foreign-language learners. Consequently, learners often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how much they feel they have improved in their spoken language proficiency. Oral skills have hardly been neglected in EFL/ESL courses (witness the huge number of conversation and other speaking course books in the market), though how best to approach the teaching of oral skills has long been the focus of methodological debate. Teachers and textbooks make use of a variety of approaches, ranging from direct approaches focusing on specific features of oral interaction (e.g., turn-taking, topic management, and questioning strategies) to indirect approaches that create conditions for oral interaction through group work, task work, and other strategies.

Brown (2004: 141-142 in Ampa, 2013) indicating that one can be called has speaking competence if s/he is able to:

- 1) Imitate a word or phrase or possibly a sentence (imitative).
- 2) Produce short stretches of oral language design to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationship. Such as prosodic elements-intonation, stress, rhythm, juncture, intensive ability (intensive).

- 3) Respond a very short conversation, standard greetings and small talk, simple requests and comments, and the like (responsive).
- 4) Take the two forms of either transactional language which has the purpose of exchanging specific information, or interpersonal exchanges which have the purpose of maintaining social relationships (interactive).
- 5) Maintain social relationships with the transmission of facts and information (interpersonal).
- 6) Develop (monologue) oral production including speeches, oral presentations, and story-telling, during which the opportunity for oral interaction from listener is either highly limited or ruled out together (extensive)

England & Finney (2002/2011:2) defines Interactive media is the integration of digital media including combinations of electronic text, graphics, moving images, and sound, into a structured digital computerized environment that allows people to interact with the data for appropriate purposes. The digital environment can include the Internet, telecoms and interactive digital television.

Sindelar & Sawyer (2011:2) defines that Digital stories are short, 3-10 minute videos that incorporate imagery, sound, music, and spoken word to tell a short narrative. Digital storytelling is popular for telling personal stories they are often compelling and emotionally engaging. Digital stories can also run a spectrum of topics; popular ways to include digital storytelling in the curriculum include

assigning students to create instructional videos, reflective pieces, interviews with experts, or narratives collected from a population group of interest.

Miller (2009:8) states that Teacher's role in digital storytelling. Though digital storytelling requires much active participation from students, the teacher's role is equally important. The teacher must both engage students in the storytelling process and help them refine their storytelling abilities. Ohler (2008: p. 133) offers further detail about the teacher's role in the technical aspect of digital storytelling. He states that the teacher should help students to manage their skills and talents by helping them to "tell a story that is strengthened rather than weakened by the media they use, form a learning community so they can share their ideas and talents, meet the educational goals of the project, and leverage their imagination and creativity"

Based on the quotations above the writer conclude that Digital storytelling is short story created by combining a recorded narrative with images (still or moving), and music or other sounds by using the computer to facilitate it. Digital Storytelling use Photostory 3 in created the video story itself.

RESEARCH METHODOLOGY AND FINDINGS

Methodology

This study is meant to develop interactive media. This study used Research and Development (R & D) method. Nur (2012) states that the major purpose of research and development is not to formulate or to test, but to develop a product for its use in classroom. Further, Borg, Gall and Gall (2003: 569) state that R&D is an industry-based development model in which the findings of research are used to design new products and procedures, which then are systematically field-tested, evaluated, and refined until they meet specified criteria of effectiveness, quality, or similar standards.

This research was conducted by following seven steps of R & D. They were: (1) Need analysis, (2) Planning, (3) Developing media (4) Validating to experts, (5) Revision of product (6) Field testing (7) and producing final product.

In this first step, the researcher collected information about students and what they needed related to speaking and media. Gathering information from SMAN 1 Batang Kuis about the learning activity and environment and data which were taken from questionnaire and interview.

Second, analyzing the students' needs and existing material based on the data and information. Before starting with the development of interactive media for instruction, teachers should begin with the identification of a need - a gap between

what is and what should be developed. Furthermore, needs analysis should be proceeded by distinguished the difference between targets needs (what the learner needs to do in the target situation) and the learning needs (what the learners need to do in order to learn).

Third, designing interactive media based on the students' needs.

Fourth, evaluating or validating new interactive media by experts. In this case the experts were Batang Kuis subject teacher and lecturer. Next, the teacher does the evaluation. The evaluation process should get guidance from adviser. The evaluation might focus on the media and materials used, the classroom activities, and the out-of-class supports, the course design, methodology, and the make the assessment and the others as parts of the teaching learning situation. After evaluation the media and materials, teacher describes the steps in development of the media and materials. Firstly, the writer has to identify the characteristics of the students for whom the media and materials are being used and written and secondly, how the first draft of the instruction has been chosen. In developing materials, a developer needs to prepare the first draft of the instruction for every possible medium. It will be assumed that printed text version of the instruction will be developed.

Then, revising interactive media based on experts' (teacher and English lecturer) suggestion. And then, the developer/teacher revises the media and materials. The media, which have been developed, have to be revised in order to give a better quality to the instruction.

In the last, revised-developing interactive media (final products). Finally, the final draft should be discussed with the Expert, so it can be determined, whether it has been proper or not.

The subject of this research was 2016/2017 students of the eleventh grade of Class XI IPA⁴ in the first semester in SMA N 1 Batang Kuis. The The research subjects were 30 students.

Techniques of Analyzing the Data

The kind of data in this research is quantitative data which were gotten from need analysis, experts' judgment. To analyze the quantitative data from needs analysis, percentage is used. Meanwhile to analyze the quantitative data from the expert judgement used mean and scale. The researcher used scale from 1 to 5 by using Likert scale then the result has been made into mean and converted into interval criteria of expert judgment to know the quality of interactive media

Findings

The first is findings gotten from the needs analysis data, several considerations are concluded to develop interactive media, they are as follows:

The students were asked about their learning aims. 17 students (56.66 % of the total students) agreed that they learned English because it was a compulsory subject and 20 (66.66%) who agreed that they learned English because they were interested in the language itself. There were 27 (96%) they learned English in order to be able to communicate orally by using English in daily life. It was also indicated that number of students learned English to prepare them for future career is 8 (26.66%). On the other hand, 9 students (30%) learned English because they wanted to prepare themselves for a higher education. No one agreed that they learned English because they were interested in its culture. It can be concluded that most of the students

learned English because they to be able to communicate orally by using English in daily life.

The students were also asked about the situation in which is English will be useful for them. 21students (70%) thought that English would be useful for them when they communicated informally about daily things. 28 students (93.33%) thought that English would be useful for them when they are watching video or listening to audio in English. 22 students (73.33%) thought that English would help them when they watched the video and be able to retell. 11 students (36.66%) thought English would help them in giving conclusion and extend the idea. 8 students (26.66%) thought that it would help them in elaborating the idea in English. On the other hand, only 4 students (12.33%) thought that they would find English useful when Competent to convey the idea. It can be concluded that English would be useful for them when they are watching video or listening to audio in English.

The students were asked about students' perspectives on the teacher's roles and the students' perspectives on the media learning that used by the teacher. There were only 4 students (13.33%) who chose that watching video is kinds of Speaking Skill activities that students' need in learning narrative. There were 26 students (86.66%) who want to watch, understanding and telling what have been watched as the kinds of speaking skill activities that students' need in learning narrative. It means that watching, understanding, and telling what have been watched is one of the students' need activities in learning narrative on speaking skill.

The question were asked to know the media that the students' need in learning narrative on speaking skill. There were 30 students (100%) who chose video as the media in learning narrative on speaking skill. It can be concluded that the media used before should be develop base on the students' need that is using video as the media.

The students were asked about Students' learning activities. 30 students (100%) who strongly agree that Using media in learning activity is very important to increase the comprehension in learning process. 26 students (86.66%) and 4 students (13.44%) who strongly agree and agree that In learning narrative on speaking skill, the media should be interesting and easy to understand. 28 students (93.33%) and 2 students (6.66%) who strongly agree and agree that video is very helpful for me in comprehend the narrative material on speaking skill. 19 students (63.33%) and 11 students (36.66%) who strongly agree and agree that media is very helpful for me to increase my interest on speaking skill. 13 students (43.33%) and 17 students (56.66%) who strongly agree and agree that using media in learning enable for me to study independently. From the questions given, students like teacher use media in the learning process especially on speaking skill.

Next, in planning the researcher observed the curriculum, syllabus, and media used in the school. The curriculum used in the school is *Kurrikulum Tingkat Satuan Pendidikan* (KTSP) 2006. The researcher chose narrative text for the monolog as material speaking text in interactive media in speaking skill. The media used by the

teacher in teaching listening were digital storytelling. The script of narrative text by Hanum H.

In developing the media, the data from need analysis and planning became the basic. Digital Storytelling as the interactive media has length 13 minutes, consist of monologue text of narrative which has music and moving images combined and mixed together.

In expert judgment done, the total mean of all of the items of expert judgment from the two experts is 4.80. It shows that digital storytelling as interactive media is a very good media. There is no revision of the product from the experts.

In producing the final product of digital storytelling as interactive media, the researcher saved the audio of digital storytelling in the form of CD to able to be used in classroom. Moreover, digital storytelling as interactive media developed above has fulfilled all of the steps, and sentenced as a very good media by experts.

CONCLUSION AND SUGGESTIONS

Conclusions

The media used in speaking skill is not satisfied for the students, so it needs the improvement by developing speaking skill media in teaching which is relevant to the students' needs.

The media developed is good enough to be used in speaking, it is appropriate to the curriculum, syllabus and students' characteristic. Digital storytelling as interactive media is developed in order to train students' skill in so that they can achieve their goal in learning narrative on speaking skill. Digital storytelling as interactive media is developed by using steps in the Research and Development (R&D). After conducting need analysis and planning, interactive media is developed and assessed by experts. The result shows that Digital storytelling as interactive media is a very good media to be used in teaching speaking. For better result, digital storytelling as interactive media should be used so that students' ability in speaking will get better. From the result, digital storytelling as interactive media is successfully developed.

Suggestions

Of the basis of the conclusion the suggestions are as follows:

Teachers should be able to use and develop interactive media based on the needs of the students, one of the example digital storytelling as interactive media as the key of teaching-learning process in speaking skill.

Institution also have to take a part and support the developing interactive media for the students as speaking is receptive skill we do the most but unfortunately the research about it is less than the other skills. Finally, it is suggested that other researchers should conduct further studies on developing interactive media, which has a very close reference to the students' need.

REFERENCES

- Akhyak & Indramawan, A. 2013. Improving the Students' English Speaking Competence through Storytelling (Study in Pangeran Diponegoro Islamic College (STAI) of Nganjuk, East Java, Indonesia). *International Journal of Language and Literature*, Vol. 1 No. 2.
- Ampa, A. T. Rashid, M. A. Rahman, M. A. Haryanto & Basri D, M. 2013. The Implementation of Multimedia Learning Materials in Teaching English Speaking Skills. *International Journal of English Language Education* ISSN 2325-0887, Vol. 1, No. 3.
- Borg, Gall and Gall. 2003. *Research and Developmental in Education*. Cambridge: Cambridge University Press
- Brown, H. Douglas. 2001. *Teaching by Principles : An Interactive Approach to Language Pedagogy 2nd Edition*. New York: Pearson Education.
- England & Finney. 2002/2011. *Interactive media - what' that? Who's involved?*. UK
- Harmer, J. 1998. *The Practice of Language Teaching*. England
- Hayo, R. 2011. *Digital Storytelling in the Foreign Language Classroom*. ELTWorldOnline.com.
- Miller. 2009. *Digital Storytelling*. University Of Northern Iowa.
- Nur. 2012. Developing Modified Indonesian Children Song Lyrics to Teach Vocabulary to Elementary School Third Graders. *English Education Journal*, Volume 2, No.2.
- Richards, J. C. 2008. *Teaching Listening and Speaking*. Printed in the United States of America.
- Rokni, S. J. A & Qarajeh, M. 2014. Digital storytelling in EFL classrooms: The effect on the oral performance. *International Journal of Language and Linguistics*; 2(4): 252-257.
- Shaaban, S. S. A. 2015. The Effects of Digital Storytelling, Storytelling And Story-Reading On Enhancing Palestinian Ninth Graders' Paragraph Writing Skills. *European Journal of Educational Studies*, 7(1).
- Sindelar & Sawyer. 2011. *Digital Storytelling*. United States of America.