

CHAPTER I

INTRODUCTION

A. Background of Study

Indonesia is one of the countries in which English is regarded as a foreign language. It means that English is used for certain purposes rather than daily communication language. We can only find English in particular fields such as schools. In relation to this, any sector of education in Indonesia, starting from elementary up to senior (vocational) high schools even university or college run English lesson in order not to be left behind from international association. It is realized that school is the stage in which the students enlarge their language skills particularly English. Recently, although English is taught only as a foreign language, its teaching and learning develop rapidly. Consequently, the position of English changes as well. English is now seen as a need rather than a mere course. Students realize that it is one of the requirements in facing the global era.

In relation to the use of English teaching development, teachers as the information source should be selective in choosing the used materials. Moreover, the presentation of the materials should make the students interested in learning English. Recently, the education sector pays attention to the learning media development in order to present the materials more interestingly, interactively, and avoid monotonous learning material presentation. The learning materials are presented in various kinds of package.

Unfortunately, some schools still use conventional ways in presenting the materials. They still use textbooks or handouts only as the learning material sources and then present them orally in front of the class without any supporting media such as power point, pictures, real objects, or interactive multimedia. But actually the case is the media will be very helpful for the students especially vocational high school students in understanding the materials. In fact they need more demanding knowledge of real objects than the students of other levels. Mostly, the students of vocational high schools are prepared to get a job after graduating from their schools, so that they need to know the figure they will face in the real work through the learning media.

Developing learning media will be useful and effective in the teaching and learning process in case some factors support it. In fact, there are some reasons for the schools not to develop learning media, for instance the teachers are illiterate in developing learning media, the students are illiterate in using the learning media, and the facilities are not sufficient for developing the learning media. It indicates why some schools do not develop supporting learning media.

As learning media in teaching technologies become more widely employed, this research tries to develop and investigate the interactive learning multimedia for elementary level students of SMK Muhammadiyah 1 Wonosari. Based on the researcher's observation, this school actually still uses such module, students' worksheet, authentic texts and the like in the English teaching and learning process. However, the order of the materials is taken based on students' need and curriculum.

B. Identification of the Problems

Based on the background of the study, it can be concluded that the existence of learning media in the teaching and learning process is very helpful. These media include real objects, pictures, audio, video, power point, and interactive learning multimedia. Those elements are interrelated. The teaching and learning can run effectively and successfully if those elements are paid a lot of attention and consideration.

Real objects are indicating objects from the world outside the classroom employed in language teaching (Nunan, 2004:216). In addition, the objects can be in the form of device or materials that might help in understanding the materials such as cosmetics, food items, tools, and other materials that add some significant reality to the classroom (Brown, 2001: 143).

The second media are pictures. Pictures can be used to show the images, graphics, or illustrations of certain objects. They are proven to be able to help students in some activities. Harmer (2001: 134-136) states that pictures can be used in different ways such as drills, communication games, understanding, ornamentations, predictions, and discussions.

The third kind of media that might support the teaching and learning process is audio. It is employed particularly to facilitate the listening skill. Moreover, it is realized that audio will bring students into fresh atmosphere. In some cases, it can also stimulate their enthusiasm and motivation as music is proven to be able to stimulate human' mind. Bhatnagar et al. (2002:4) states that the word audio is

slightly different from sound. Audio consists of the sounds we can hear. This may seem contradictory, but it is well known that humans do not hear all possible sounds.

Audio can give impact on setting the mood and establishing the ambience of a presentation. As part of audio, the teacher may use music, sound effects, or speech to accomplish the goals of teaching and learning. The audio that appears might be divided into two types. It is either computer generated, or recorded and converted into a digital format. In line with Bhatnagar, Brown (2001: 144) mentions some kinds of audio often used in language teaching. They might be commercially produced audiotapes and self-made audiotapes.

A well-constructed instruction will lead the course to use various media based on students' need. As students of SMK Muhammadiyah 1 Wonosari mostly are prepared for getting a job, they need media that facilitate them to face their real work to be. One of the media used to show them some figures, descriptions, or simulations of some aspects of their world is video.

Bhatnagar et al. (2002:113) argues that video is a means of communication that delivers more information. Now, we are used to seeing analog video on TV and are well aware of its impact on our life. This inspires the researcher to take into account the teaching and learning video development. For helping the students in improving the speaking skill, such video can be played for giving them some expressions in some conversations done by real speakers. It is much more helpful than allowing the students to read some expressions from the textbook and then to practice the expressions with their classmates.

Another kind of supporting media is power point. It is one of the programs in Microsoft office. This is quite sophisticated used to present the learning materials. Unlike audio and video, power point presentation should be developed by the teachers themselves. The teacher should select the important materials from some relevant resources, and then present them by using power point program. This media can be given some pictures or graphics to help the students understand the materials more easily. These power point media are quite easy to make so that they are often used by some teachers in today's teaching and learning activities.

The last kind of media is interactive multimedia. It is an important element in the teaching and learning process. According to Mishra and Sharma (2005: 61) multimedia is multi sensory. It engages the senses of the students. Interactive multimedia can facilitate the various teaching and learning activities since it can combine some materials into one media. One benefit of using interactive multimedia presentation is it can present texts, pictures, animations, audios, as well as videos. This will bring some ease, fun, and more enjoyable atmosphere in the classroom. The teacher can develop the interactive multimedia presentation by selecting appropriate materials based on the goals of the teaching and learning. The multimedia presentations should still be predominantly graphics based. However, information communicated through pictures or graphics will be easier to understand and retain. Based on its purpose, there are some kinds of interactive learning multimedia.

Interactive learning multimedia can be used for the main media used in the classroom. In some cases, teachers try to develop the main teaching and learning media as interactive as possible. One of them is using interactive learning multimedia

as it can present text, graph, audio, or video. Being used as the main media, interactive learning multimedia is the most frequently used media. Other media will only support the use of these media. The content might be from any sources; books, downloaded songs, videos, and the like selected based on students' needs.

The second purpose is for supplementary media. Some schools are likely to use various textbooks, handouts, or modules as the main learning media. The use of those main media sometimes needs some supplementary media that support those main media. One of the media considered as the supplementary media is interactive learning multimedia. The function is to make it easy for the teachers to provide additional materials based on students' needs and the environment that encourages independent learning (Mishra and Sharma, 2005: 318). In line with main media, the teacher can select certain materials to present in the interactive learning multimedia as the supplement of main media.

Interactive learning multimedia can also be used for remedial activity. Some media are created for facilitating the teaching and learning activity, including remedial activity. They are created in order to help the students who are encouraged to improve their mastery in certain materials. The media are expected to help them understand more easily using the interactive learning multimedia.

The last purpose is interactive learning multimedia for supporting the use of certain textbooks. Unlike the previous purposes, the use of multimedia referring to certain books is for presenting the most content of the books. In this case, the teacher develops interactive multimedia in that the content of certain books is dominantly required.

In relation to the content of the media, the materials should be the main consideration in developing learning media. Based on the observation, SMK Muhammadiyah 1 Wonosari uses various learning materials such as English Grammar in Use, A handbook of English Grammar, Effective Communication English text book, English in Progress, English for Vocational School, and the like.

C. Limitation of the Problems

Based on the identification of the problem above, it can be seen that there are some media which support the teaching and learning process. As mentioned previously, the media are real objects, pictures, audio, video, power point, and interactive multimedia. Considering that the students and the teachers of SMK Muhammadiyah 1 Wonosari are computer literate and encouraging the technology development, in addition to the availability of multimedia facilities, this study focuses on developing interactive learning multimedia. In addition, the output of students of multimedia study programs is expected to be able to work in the multimedia field.

The interactive learning multimedia refers to 'Effective Communication' English text book for elementary level students of SMK Muhammadiyah 1 Wonosari in the first semester. In developing the interactive multimedia there will be some adaptations based on students' need in this case it is SMK Muhammadiyah 1 Wonosari, particularly the multimedia study program.

D. Formulation of the Problem

Based on the limitation of the problems above, the researcher formulates the research problem as “What is the effective interactive learning multimedia of Effective Communication English textbook to facilitate the teaching and learning process for the elementary level students of SMK Muhammadiyah 1 Wonosari?”

E. Objective of the Study

In line with the formulation of the problem, the objective of this study is to design effective interactive learning multimedia of Effective Communication English text book to facilitate the teaching and learning process for the elementary level students of SMK Muhammadiyah 1 Wonosari.

F. Significance of the Study

This study is expected to give some contributions as follows:

1. the result of this study will be useful for the elementary level students of SMK Muhammadiyah 1 Wonosari in understanding the learning material easily
2. the result of this study will be useful for the English teachers of SMK Muhammadiyah 1 Wonosari in providing the interactive multimedia presentation for their students
3. the result of this study will be useful for other English Education Department students in conducting similar research on different cases

4. the result of this study will be useful for multimedia developers in developing appropriate multimedia which will give a lot of contribution to both teachers and students in the teaching and learning process.