

CHAPTER I

INTRODUCTION

In this chapter the researcher would like to describe about the background of the study, statement of the problem, objective of the study, significant of the study, scope and limitation of the study and the definition of key terms.

1.1 Background of The Study

In learning English students will learn four language skills, they are; listening, reading, speaking, and writing. Listening is one of those skills which must be mastered by the students. Listening includes in receptive skill besides reading. It is supported by the theory from Spratt (2005:30). He stated that listening is a receptive skill which the listener will understand the English sounds or audio. It means that the focus of listening is on getting and comprehending the sounds of language, not producing it. The other definition about listening comes from Rubin (1095:7). He explained that listening is a process when the listener uses their background knowledge to comprehend or understand the dialogue or narration which said by the speaker. After the listener understands the information from the audio, then they will develop it and finally can start to speak.

However, many students think that listening is the most difficult skill, because they need to catch the words from the sounds to get the meaning. One of the factors is because the students practice less of listening activity in the class or laboratory. It is because the teacher rarely applied the listening activity in the classroom. Based on the Field (2009) in Yunita (2015). She stated that for a long time, people still think that listening was not important. It is proved that, there are some teachers reduce the listening activities during teaching and learning process.

In fact, there are many factors which make listening difficult to be learned. First, in listening activity, students must understand every word to catch the information. In this case, if the students have lack vocabulary, they will feel difficult to know the meaning and answer the question. Second, the students must understand the information from fast native speaker. Third, in listening activity, students need more than once to listen the audio. It makes teacher and students needs extra time to do this activity. Fifth, usually listening materials is too monotonous. Teacher has lack variation in making the media for listening materials. It makes them just read the text orally and ask students to listen and response. This activity makes the students get bored easily in doing listening activity. Based on the factors above, here the researcher tries to find other ways to deliver the listening materials by using interactive multimedia. The researcher finds that interactive multimedia can deliver more interesting listening activity than using textbook. By interactive multimedia, the students can get the response or the answer directly; it makes them more interest in learning listening.

As mentioned before, using multimedia is more attractive than just using textbook. Based on Robley in Misra (2003:18) He explained that multimedia is a computer system that combines text, sound, picture/graphics, and audio. Multimedia helps the students learning English and helps the teacher to teach the materials. They added that multimedia presents the goal of communicating information. Meanwhile, according to Phillips (1997) in Mishra and Sharma (2005:8) argued that interactive multimedia is the combination of text, pictures, sounds, animation, and video which are organized into some coherent program in

the form of computer software which allow the user to control it by using computer.

There are many ways in developing interactive multimedia for listening material; one of them is by using authoring tools. In this study, the researcher use one of authoring learning tools that is Lectora Inspire. Lectora Inspire is the authoring tools for e-learning and this application is used to create a presentation, assessment and online training course in the teaching and learning process.

Lectora Inspire helps the researcher to create learning material such as test by using any combination of true/false, multiple choice, matching, hot spot, drag and drop, and short answer formats. The researcher also can integrate the other elements such as video, audio, text, and picture in this application. The content of Lectora Inspire can be published to a variety outputs such as CD-ROM, Single file executable (.exe), and HTML. In addition, Lectora Inspire is learning application which appropriate with any standards based learning management systems.

Many benefits are offered by interactive multimedia such as facilitating the teaching and learning process effectively, provide various kinds of activities in the class, and improving students' motivation in learning. According to the previous study entitled "Improving Students Listening Skill through Interactive Multimedia in Indonesia" by Arono (2014), the researcher got the information that interactive multimedia is an effective way to improve students' listening ability, because the interactive multimedia provides the integrations of audio and visual aspect. It makes the students more interest in learning English, especially in listening. Based on his research, learning listening with interactive multimedia is better than learning with just using the audio, it is because listening is not only

audio aspect but also visual aspect integrated with multimedia. Besides that reasons, the researcher thinks that the audio and visual aspect is not only the reason why interactive multimedia is effective. The other possible reason is because interactive multimedia provides the students with opportunities to receive comprehensive input and feedback; this media also provides the students to learn by their own. Besides that, the input are from various sources and forms, it makes them motivated in doing listening activity.

The next study has been conducted by Ratna Yunita entitled “Developing Interactive Learning Multimedia for Listening Materials of the “ When English Rings A Bell for Grade VIII Students of Junior High Schools (SMP/MTS)” Textbook.. The finding of the study shows that the content and media aspect of the interactive learning multimedia were considered appropriate as the listening materials in teaching learning process for grade VIII students of junior high school. The mean of both content and media aspect were 3, 9 which belonged to very good category. Based on the result of study, interactive multimedia can improve the students’ learning because various kinds of students’ listening styles can be accommodated. In sum, her research shows that the use of interactive multimedia for listening is effective. From her study, the researcher found that the display design including font size, color, font position of interactive multimedia also affect the effectiveness of the product. It means that if the display is not appropriate or not clear, it will disturb the learning process. It is important for the researcher to give more attention in designing the display of interactive media, thus the media can be implemented appropriately. From the benefits above, as a conclusion, interactive multimedia gives many benefits in teaching and learning

process, especially in listening. The most obvious advantages is interactive multimedia can help students in learning listening effectively.

However, in SMA YPI Darussalam Cerme, Gresik, especially in the tenth grade, the teacher still not used the multimedia effectively. It is because the teacher just depends on the textbook. Based on the interview with the teacher, the teacher said that she rarely and almost never applies listening activities in the class, although, there is LCD-Projector and sound system in the class. The factor is because the listening material from the book is not appropriate with the topic. It makes the teacher choose to read the text from the textbook orally as the listening activity or just avoid the listening activity in the teaching and learning process. Actually, the teacher can find the audio from CD, DVD, and internet or make their own listening material. But, the teacher argued that she had limited time to do that. Thus, the teacher just uses the textbook as the material source to teach listening in the class. This condition makes the teaching and learning process is not effective. The students will get limited understanding about the material and feel bored easily. It is because the materials which are mostly in the form of dialogue spoken by the teacher are less attractive than those which are presented by using multimedia.

From the explanation above, in this study, the researcher uses interactive learning multimedia in developing the listening material since the interactive multimedia make the teaching and learning process effective and interesting. The researcher hopes that this interactive multimedia encourages the students in improving their listening ability and helps the teacher in providing the new alternative way in teaching listening. Thus, in this research, the researcher

proposes to develop an interactive learning multimedia to teach listening material using Lectora Inspire at tenth grades students of senior high school.

1.2 Statement of the problem

According to the background of the study above, the researcher formulates the problem of this study. “How is interactive learning multimedia for listening material developed using Lectora inspire?”

1.3 Objective of the study

The objective of this study is to develop interactive multimedia for listening material using Lectora Inspire at tenth grades students in SMA YPI Darussalam which suitable with the curriculum, syllabus and the students’ need.

1.4 Significant of the Study

This study will give advantages in practical and theoretical in English teaching learning, especially in listening. Based on theoretical significance, the result of this study will support the theory of developing, especially in developing interactive multimedia for listening material using Lectora Inspire. It will give information about the benefits using Lectora Inspire which appropriate in teaching listening.

Based on the practical significance, the result of this study is expected to give significance contribution to the teacher, the students, and the other researcher. For the teacher, this study hopefully help them in preparing and providing various media in teaching learning process that can increase students’ motivation in learning. The researcher hopes that this study can inspire and motivate the teacher to be more creative and innovative in delivering listening material in the classroom. Meanwhile, for the students, this study will help them

in learning more knowledge and improving their listening skill. Hopefully it can make the students understand the material easily and interestingly. And the last, for the other researchers, this study hopefully can encourage other researchers to do the similar research topic. They also can use the result of this product to conduct the other research using different design.

1.5 Scope and Limitation of the Study

The scope of this study is discussion on the developing interactive multimedia for listening material using Lectora Inspire application. Moreover the researcher will limit the study on the first semester material in tenth grade students of SMA YPI Darussalam.

1.6 Definition of Key Terms

In this study, it is important to know the definitions of related terms in order to make the study clearer. The definitions of the related terms in this study are stated as follow:

Developing is a process to develop interactive multimedia for listening by integrating some multimedia aspects to be more interesting, interactive, and increase students' motivation to do the listening activity. In this case, the researcher develops interactive multimedia through Lectora Inspire to provide listening material and media for the teacher and students. There will be some listening activities which developed depend on the syllabus.

Listening is an active process which the listeners select and interpret information from spoken input. For senior high school, listening is the activity when the students try to understand the meaning of the transactional and interpersonal daily conversation, also try to give response to the conversation.

Besides that, listening defines as the activity to understand the meaning of short functional text and simple monologue text in daily context. Here, the students give response to the monolog text.

Interactive Multimedia is the multimedia that can help the students to have more response on the material especially in listening subject. Here, the researcher chooses to develop interactive multimedia because the researcher wants to make the multimedia tools such as sound systems and LCD projector in the classroom beneficial. The other reason is because the interactive multimedia can give direct feedback, the researcher hope that by using interactive multimedia the students can learn the material effectively and interactively.

Lectora Inspire is one of authoring software tools for e-learning. This application provides some features in providing the learning material and helps the user to create dynamic video and flash e-learning content. The users can integrate the other elements such as video, audio, text, and picture in this application. The content of Lectora Inspire can be published to a variety outputs such as CD-ROM, Single file executable, and HTML.