

**INTEGRATING MULTIMEDIA AS TEACHING AID IN
ENGLISH LANGUAGE TEACHING AT GLOBAL ISLAMIC
BOARDING SCHOOL**

**By
Fahrizal**



**ANTASARI STATE ISLAMIC UNIVERSITY
BANJARMASIN
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**INTEGRATING MULTIMEDIA AS TEACHING AID IN
ENGLISH LANGUAGE TEACHING AT GLOBAL ISLAMIC
BOARDING SCHOOL**

AN UNDERGRADUATE THESIS

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by
Fahrizal
SRN. 1501240548

ANTASARI STATE ISLAMIC UNIVERSITY
FACULTY OF TARBIYAH AND TEACHER TRAINING
ENGLISH EDUCATION DEPARTMENT
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APPROVAL

Title : *Integrating Multimedia as Teaching Aid in English Language Teaching at Global Islamic Boarding School*

Name : Fahrizal

SRN : 1501240548

Faculty : Tarbiyah and Teacher Training

Program : Undergraduate Study (S-1)

Department : English Education Department

Academic year : 2015

Place/date of birth : Kintap, December 3, 1996

Address : Murung Kenanga Street RT04/RW02 No.10,
Bati-Bati, Tanah Laut

After being checked and revised, the thesis has been approved to be examined in front of the board of Examiners of Faculty of Tarbiyah and Teacher Training UIN Antasari Banjarmasin.

Banjarmasin, September 17, 2019

Advisor
Contents and Research Methods



Dr. Hj. Nida Mufidah, M.Pd
NIP. 196512141992032002

Advisor
Language and Writing Techniques



Afifah Linda Sari, S.S., M.Pd
NIP. 198711102015032004

Acknowledge by
Head of English Education Department
Faculty of Tarbiyah and Teacher Training
UIN Antasari Banjarmasin,



Nani Hizriani, MA
NIP. 197711272003122001

VALIDATION

Title : Integrating Multimedia as Teaching Aid in English Language
Teaching at Global Islamic Boarding School




Name: Fahrizal, SRN:1501240548 has been examined by the board of thesis
examiners of Faculty of Tarbiyah and Teacher Training UIN Antasari Banjarmasin.

Day : Wednesday
Date : October 23rd 2019
Stated : Passed
Score : 85,3

Dean Faculty of Tarbiyah and Teacher Training
UIN Antasari Banjarmasin

Prof. Dr.H.Juairiah, M.Pd
NIP. 196001061986032004

THE BOARD OF EXAMINERS:

Name	Signature
1. Dr. Hj. Nida Mufidah, M.Pd (Chairperson)	
2. Dra. Andi Irlina, M.Hum (Member)	
3. Afifah Linda Sari, M.Pd (Member)	

STATEMENT OF AUTHENTICITY

I, the undersigned, Fahrizal, declare that this undergraduate thesis is my original work, gathered and utilized especially to fulfil the purposes and objectives of this study, and has not been previously submitted to any other university for any degree or other purposes. I also declare that the publication cited in this work have been properly acknowledged. If someday, it is proven otherwise, I understand that my degree will be revoked.

Banjarmasin, September 17, 2019

The writer,



Fahrizal

.....

ABSTRACT

Fahrizal. 2019. *Integrating Multimedia as Teaching Aid in English Language Teaching at Global Islamic Boarding School*. Thesis. English Education Department, Faculty of Tarbiyah and Teacher Training, Antasari State Islamic University Banjarmasin. Advisors: (I) Dr. Hj. Nida Mufidah, M.Pd, (II) Afifah Linda Sari, S.S., M.Pd.

Keywords: Students' Responses, Integrating Multimedia, Teaching Aid, Technology

Using media is one of the efforts to improve the students' achievement. One of the media in the teaching which has become a common thing these days is multimedia technology. Global Islamic Boarding School is one of a few schools that emphasize the integration of multimedia as teaching aid. The writer notices that this multimedia integration seems like having a positive impact toward the improvement of students' learning outcomes. Therefore, the writer focused in describing how do two English teachers integrating multimedia as teaching aid and analyzing students' responses toward the integration of multimedia.

This research was conducted by a descriptive method. The source of data was two English teachers, 17 students from VII Girls 1 and 18 students from X Girls 3. The data were collected with (1) observation and (2) interview. The process of integration were analyzed based on three teaching phases defined by Jackson (1966) which are pre-active phase, inter-active phase and post-active phase.

The result of the study showed that both teachers integrated the multimedia as teaching aid in English language teaching by doing some tasks through pre-active phase, inter-active phase and post-active phase. Beside of that, the writer also found that students' responses toward the integration of multimedia as teaching aid in English language teaching were various, yet, it can be concluded that both classes showed positive attitude in cognitive, affective and conative response.

ABSTRAK

Fahrizal. 2019. *Integrating Multimedia as Teaching Aid in English Language Teaching at Global Islamic Boarding School*. Skripsi. Jurusan Tadris Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, UIN Antasari Banjarmasin. Dosen Pembimbing: (I) Dr. Hj. Nida Mufidah, M.Pd, (II) Afifah Linda Sari, S.S., M.Pd.

Keywords: Respon Siswa, Memadukan Multimedia, Alat Bantu Pembelajaran, Teknologi

Penggunaan media adalah salah satu usaha untuk meningkatkan pencapaian siswa. Salah satu media di dalam pembelajaran yang telah menjadi hal yang umum sekarang ini adalah teknologi multimedia. Global Islamic Boarding School adalah salah satu dari beberapa sekolah yang menekankan integrasi multimedia sebagai alat bantu pembelajaran. Penulis menyadari bahwa integrasi multimedia ini sepertinya memiliki dampak positif terhadap peningkatan hasil belajar siswa. Oleh karena itu, penulis tertarik dalam menggambarkan bagaimana dua guru bahasa Inggris memadukan multimedia sebagai alat bantu pembelajaran dan menganalisa respon siswa terhadap integrasi multimedia.

Penelitian ini dilakukan dengan menggunakan metode deskriptif. Sumber data adalah dua guru bahasa Inggris, 17 siswi dari VII Girls 1 dan 18 siswi dari X Girls 3. Data dikumpulkan dengan (1) observasi dan (2) wawancara. Proses integrasi dianalisis berdasarkan tiga fase pembelajaran yang dijelaskan oleh Jackson (1966) yaitu *pre-active phase*, *inter-active phase* dan *post-active phase*.

Hasil penelitian menunjukkan bahwa kedua guru memadukan multimedia sebagai alat bantu pembelajaran di kelas pembelajaran bahasa Inggris dengan melakukan beberapa kegiatan melalui *pre-active*, *inter-active* dan *post-active*. Disisi lain, penulis juga menemukan bahwa respon siswa terhadap integrasi multimedia sebagai alat bantu pembelajaran dalam pembelajaran bahasa Inggris bermacam-macam, namun, bisa disimpulkan bahwa kedua kelas menunjukkan sikap positif dalam respon kognitif, afektif dan konatif.

MOTTO

“Surpass your limits. Right here, right now”
(Yami Sukehiro)

*“Impian ada di tengah peluh. Bagai bunga yang
mekar secara perlahan. Usaha keras itu tak akan
menghianati”*
(JKT48)

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I dedicate this thesis for:

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Finally, the writer hopes that this research will be useful for the next researchers. The writer admits that this research paper is not perfect yet. Therefore, suggestion will be expected to make it better.

Banjarmasin, September 17, 2019

Writer

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