ABSTRACT

Trihastuti, Anisa Eka. 2010. *The Effectiveness of Using Interactive Multimedia in Enhancing Students' Achievement in Math in SMK Negeri 11 Semarang as Piloting International Level School (a case of 1st Grade Vocational School Students of SMK Negeri 11 Semarang in the Academic Year of 2009/2010).* Final Project, English Department, Languages and Arts Faculty, Semarang State University. Advisors: I. Prof. Dr. Mursid Saleh, M.A., II. Frimadhona Syafri, S. S., M. Hum.

Keyword: Interactive Multimedia, Conventional Module, Achievement.

This final project is based on a study which attempted to examine the effectiveness of interactive multimedia in enhancing studentsô achievement in Math. It is no doubt that the use of media in teaching and learning process is essential in attracting studentsô attention. At the same time the existence of interactive multimedia using English as the medium in Mathematics is limited. Therefore, the main purpose of this study was to find out whether the interactive multimedia was more effective in gaining studentsô achievement in Mathematics or not. Two groups of first grade vocational school students participated in it. One of the groups was taught with interactive multimedia as the treatment; while the other was not provided with interactive multimedia, but with a conventional module. During the treatment, both of the groups had got the same classroom activities such as tournaments as their exercises and games. There were four meetings including the posttest. Before giving the posttest, try out given in another group outside the experimental and control groups. It aimed to measure the validity, reliability, discriminating power, and level of the difficulty of each item of the posttest. There were 21 items which are valid. In the light of practical computation, 20 items are used in the posttest. Results indicate that in the end, the experimental group performed better than the control group. The mean score of the students taught with interactive multimedia is 80.34 and the mean score of the students taught with conventional module is 69.85. The difference between two means is 10.49 in favor of the students taught with interactive multimedia. The t-test value which is 2.91 > t-table which is 2.00 also shows that there is a significant difference on the studentsô achievement in Math between the students taught with interactive multimedia and the students taught with conventional module. In the end, the interactive multimedia promotes the kind of interesting teaching and learning process which facilitates students to study Mathematics delivered in English better; consequently, gaining satisfying achievement as the final goal can be reached.