The Use of Multimedia towards Students' Learning in an English Language Classroom

Mirta Indah Nurlaili

20150810084

ABSTRACT

Newer technology-based instuctional strategy, incorporating the computer based learning materials, namely multimedia is widely recognized to hold great potential for improving the way that people learn. In education field multimedia has a role in supporting students learning. This research aimed at investigating the types and the students' perception on the benefits of multimedia in the classroom. Descriptive qualitative was applied in this research in which the data were collected from four participants. The participants were four female of class X private Islamic high school students in Yogyakarta. In collecting the data, interview was used in this research. Based on the interview, multimedia can be varying from one to another because it includes many types of media. The teacher used some types of media to deliver the material, *i.e* visual, namely picture and audio-visual, namely video and graphic animation. The finding also showed the benefits of the implementation of multimedia, the benefits using multimedia are getting more interest in, paying attention, increasing students' motivation, decreasing boredom and also improving in English language learning.

Keywords: teaching media, multimedia, types, benefits.

INTRODUCTION

There are so many varieties of ways in arise the students' interest in foreign language learning. For example the teachers can use the wide application of multimedia, and teachers should create some appropriate teaching procedures, atmosphere, conditions, and design homework can be different from student to student so that students' interest can be stimulated. All these work mainly means to improve the efficiency of English teaching and enhance students' English learning. (Gilakjani, 2012).

In the learning process, the use of appropriate teaching media can influence the students' achievement in learning language, especially in English language. Teaching a foreign language, especially English is not as easy as teaching the first language because the students will certainly face many problems. Some of the problems are for example when teachers use English language too much during teaching process, students don not take their study seriously in the classroom and also the students should be free from anxiety when learning English.

In learning English language, interest is not the only one to talk about, motivation of the students also can be something important to talk because motivation also plays an important role in studying. Based on the experience of researcher, motivation is one of the most important things when people want to learn something, moreover in language learning. When we didn't have any motivation from ourselves in learning, we tend to lose something important in learning including interest. The

motivation of learners greatly affects their interest to take part in the process of learning.

According to Boonkit (2010), "motivation which is one of the keys to the success of teaching and learning process can be interpreted as an effort that can encourage someone to do something or the driving force of the subject to perform an action in a goal" (p.134). Motivation and learning is interrelated to become one topic that can not be separated. Motivation is not only to encourage behavior but also to direct behavior to strengthen in learning. Motivation can be considered as a tool to make students successful in English skills.

The concept of the multimedia can be described as the combination of various digital media types, such as text, audio, video, graphics and animation. In this concept, every element of the media is considered to have strengths and weaknesses. The strength of one element of the media is utilized to overcome the weaknesses of other media. For example, an explanation that is insufficiently delivered with written text such as how to say something can be assisted by audio media. Likewise the material needed visualization and motion can be aided by video (Mbarha *et al*, 2010).

In a study conducted by Sivapalan, Wan Fatimah Ahmad & Nur Khairun Ishak (2009), the importance of audio visual and other visual aids in enhancing students' interest in learning language was shown. Media of teaching appear to help teacher and learner in teaching and learning process. Teachers always do their best to achieve the learning goals through the helps of language teaching by improving their teaching media in every learning process. Up to now, we often hear the disappointment of

English teachers because of the students have unsatisfying scores in the final exam (Wimolmas, 2013). The teacher can use some media of teaching so that students can arouse their interest in English classroom. One of them is by using multimedia as the teaching media.

In this era, there are many ways that can be adopted by teachers, such as the use of various software and multimedia in the classroom to support the learning process and it can improve the understanding of the language. These creative presentation systems produce a great deal of excitement and attract students' attention during English-language learning (Acha, 2009). So, teacher can use Multimedia as a tool to support the learning process and can enhance students' interest in learning. All these work mainly means to improve the efficiency of English teaching and enhance students' English learning. In addition, according to the popularity of the use of multimedia in the learning process, the researcher conducts this study.

LITERATURE REVIEW

In this research, the focus in on types of multimedia used by teacher and the students' perception on the benefits of using multimedia in the classroom. It is also based on the theory of multimedia.

Multimedia

Multimedia has been considered as a tool to support the learning process and enhance students' interest in learning. According to Steven Hackbarth (1996) Multimedia is suggested as meaning the use of multiple media formats for the presentation of information, including texts, still or animated graphics, movie

segments, video, and audio information. Computer-based interactive multimedia includes hypermedia and hypertext. Hypermedia refers to the presentation of video, animation, and audio, which are often referred to as dynamic or time based content or as multimedia. While hypertext is a computer-based system that allows interactive linking of multimedia format information. The visual spatial learning methodology is great importance to many learners and the relative ease with which education professionals can now create and utilize multimedia files has opened the door for extensive development and investigation (Gardener, 2010).

In addition these creative presentation systems produce a great deal of excitement and attract students' attention during English-language learning (Acha, 2009). Robin & Linda (2001) stated that multimedia is a tool that can create dynamic and interactive presentations that combine text-graphics, animation, audio and video. Hofstekter (2007) argued multimedia is the concept and technology of image, sound, animation and video elements put together in the computer to be stored, processed and presented in order to form interactive which is very innovative between the computer with the user.

Types of Multimedia used by high school teachers in English language classroom

In general, there are three kinds of instructional media. They are audio, visual and audio-visual media. Audio media are media that can be listened to, while visual media are media that can be seen, the instructional media that involve the sense of sight and teaching are named as audio-visual media (Kasbollah, 1993:57). Velleman

and Moore (1996) suggested that multimedia elements should be in balance in order to support multimedia systems. It means that one element should not dominate over the others. In addition, interactive multimedia combines and synergizes all media consisting of: a) audio; b) text; c) video and d) graphics animation (Green & Brown, 2002: 2-6). It certainly has the potential to extend the amount and type of information available to learners.

Advantages of Multimedia

According to Gerlach and Elly (States in Daryanto, 2011:17), multimedia can make the learning process more effective and students feel more enjoyable when they attending class that use multimedia presentations and also multimedia offers excellent opportunities for teaching English. Baggour (2015) asserted that teachers must use activities and employ a teaching ideology that encourages the growth of using multimedia while boosting the integrative motivation of learners. Sharma & Pooja (2016) argued that multimedia has some importance role of multimedia, such as: to provide abundant information, to stimulate students' attention and interest, to promote self-regulating learning, to promote transcultural communication, to promote interaction between teacher and student and to improve efficiency of teachers.

METHODOLOGY

This research is descriptive qualitative research which is supported by the past studies on the use of multimedia. Four female students of private Islamic high school

batch 2017 at an Islamic private school in Yogyakarta were involved in this research and all their names are in pseudonyms. Interview was used in this research to gather the data. Each interview lasted for ten to twenty minutes. Transcription of the interview and coding analysis were done to analyze the data.

FINDINGS AND DISCUSSIONS

This research aims to investigate on types of multimedia used by high school teacher and students' perceptions on the benefits of using multimedia. The following sections describe the findings with detailed explanation.

Types of multimedia used by high school teachers in English language classroom

The first question which is about types of multimedia used by teacher as teaching media in English language classroom covers two aspects which are visual and audiovisual. The following section discusses further the finding of the two aspects types of multimedia.

Visual media. Media that rely on the sense of sight in visual form. As stated by Daryanto (1993) visual media means all the visual aids used in the learning process that can be enjoyed through the eyes. A teacher of young learners has to use some visual media in the teaching activities. As in this private Islamic high school, the four participants admitted that their teachers used a multimedia in the English classroom. Kind of multimedia used was the visual media. This finding in line with what Anna said"…personally I really feel bored when teacher not using any media in the classroom, like I have to read the book by myself, I find it boring. But when

teacher use media in the classroom, it will be different". Then she also added "…my teacher ever used multimedia presentation and also picture in the learning process and I like it".

Based on the finding above, it could be explained that the types of multimedia used by teacher was from visual, namely powerpoint and picture. In English language teaching, teacher may use various types of multimedia in the classrrom, one of them is using visual-media. According to Acha (2009), visual media can be used by teacher as the teaching media, such as creative presentation that used in the classroom might produce a great deal of excitement and attracts students' more during English language learning.

Audiovisual media. Media that consists of sound and image. Lin (2006) stated that multimedia allows teachers to integrate course content into multi-sensory representation via various digital media types and get students' sense stimulated, drawing their attention to audio and video synchronically. This finding was found from Angela who said that, "…my teacher often using video as the teaching media. And for myself, actually I already like watching, so I prefer watching videos when it comes with learning through multimedia". Similarly with Caroline "..I like it when teacher use the animation in the classroom, because the other media is boring, I prefer animation more". When used effectively, animation content can improve learning. Animation appears to be most effective when presenting concepts or information that students may have difficulty envisioning.

Based on the data above, it was shown that the types of multimedia used by teacher from audio-visual, namely video and animation. It was supported by Lin (2006) confirmed that multimedia technology with its multisensory resource provides students with various types of learning material that can enhance engagement and retention of course content, so as to elevate teaching efficiency and classroom instruction effectiveness. This is in line with a research on types of multimedia by Gilakjani (2012) who stated that multimedia could combine the pictures, animation, sound, and video to assist learners, where the video or animation could offset the deficiency of text and sound could allow the learners to experience the real teaching media, which is favorable to the learning of language.

The benefits of the implementation of multimedia as a teaching media perceived by high school students

The second research question which is about benefits of the implementation of multimedia as a teaching media perceived by the high school students in the classroom. The researcher found benefits revealed by the participants through analysing the interview data.

Getting more interested. Learning is more effective when interesting and irrelevant information is eliminated because of the brain's limited information processing resources. From this finding, according to the participants the benefits of the use of multimedia could make them more interested in learning. Students felt happy when the teacher used teaching media in the classroom. This was admitted by

Caroline and Jelly who stated that these benefits came from within themselves because they get more interested in classroom. Caroline said "I got more interested in the classroom, in fact it more enjoyable when teacher using teaching media in the classroom. Moreover when teacher used video in learning process, I found myself engage in the process." Similarly Jelly also stated "I do not find myself bored anymore in the English language classroom but vice versa I get more interested in my English classroom now when teacher used any kind of media."

The finding showed that interest has a crucial part in the learning process. The necessity of interest in learning does not only mean that someone has an interest in learning about something. It also means that when someone has an interest in something it somehow becomes easy and even enjoyable to learn about the subject. It was supported by Ainley and Berndorff (2002) who stated that interest has been found to have a powerful influence on student learning, with greater interest leading to greater persistence in the classroom.

Paying attention. This finding showed that multimedia makes student to pay their attention more in the classroom. As Anna who stated that "Benefits of using media in the classroom, for me I can be more paying my attention in the subject. Like I have something in my front of view to see, so I don't get my attention split." Similarly of what Jelly said that "I have to give more my attention in the English classroom. As I already like English in the first place, I like it more now when my teacher used any kind of media in the classroom."

So based on the data above, when related content is presented together in time visually, learning is more effective. It was supported by Gaspar *et al* (2006), when related content is not presented together, learner attention is split and the brain has more work to do to integrate the disparate sources of information. Words and pictures presented simultaneously are more effective than when presented sequentially.

Increasing students' motivation. This finding showed that students' motivation was found from one participant that her motivation in improving when teacher using multimedia as the teaching media in classroom. Caroline admitted that she had more motivation to learn. Caroline mentioned that "….it affects my motivation in learning English. For example when my teacher not using any teaching media and just explaining the material one by one, maybe I will be sleep in the classroom." Her skills arises from within individuals because she felt more interested when she had motivational factors to get the goals to be achieved she would continue to be motivated for the purpose to be expected, such as good a good grades.

The finding above proved that the implementation of multimedia can affect students' motivation in learning. The finding was supported by Santrock (2013) who said that the role of motivation in learning as a psychological process in a person that creates feelings of anxiety or shame that can increase one's motivation in achieving certain goals.

Decreasing boredom. This finding was found from one of the four participants. Jelly said that she had also used learning media in the English class.

"..To support my study, I prefer that my teacher use any media in the classroom, I find it boring when they do not use it in the classroom, like just deliver the material and explaining about anything not using media." The use of media makes students more reduced the level of boredom of students. Feeling tired and bored the students usually appear at the end of school hours because at that time the concentration of students in following study began to decrease, in addition to overcome it needs a special way such as using multimedia so that the spirit and student motivation remain high in following study.

Based on the data above, it was shown that one of the benefits of using multimedia in the classroom is decreasing boredom. It was supported by Macklem (2015) who said that boredom causes a student to reduce attention to the work that the student feels is of little value.

Improving English language. This finding showed that by applying multimedia as the teaching media, it is somehow some of the students improve their English. In line with that, two of the research participants admitted that they also got the benefits through the use of this kind of teaching media. As Anna said, "... when teacher implementing teaching media in the classroom, and I never know what it is, I became curious and it makes me want to get knowledge and improving my English is a must". Similarly, Caroline also stated, " When I realized that the knowledge that I had now was still lacking, I must improve my learning to get deep knowledge".

It was supported by Locke and Schatte (2018) said that multimedia can pertains to what value a chosen activity can lead to, for example; physical activity (exercise), education (gaining knowledge and skill), pursuing a career, etc.

CONCLUSION

Applying multimedia as teaching media must be done in a condition where a teacher feels the students not really paying attention, the decrease of boredom, and not having any interest in the classroom. Regarding on what types of multimedia used and the students' perceptions on the benefits, it was revealed that overall, students gained multiple benefits through the use of multimedia as teaching media if they really apply what multimedia is.

In conclusion, using multimedia can beneficial for some students who can adjust the idea of teaching media that are fun, pleasure, and interesting. However, if these things are not entirely applied, challenges may appear in applying it.

REFERENCES

Al Othman, F. H., & Shuqair, K. M. (2013). The impact of motivation on English language learning in the Gulf States. *International Journal of Higher Education*, *2*(4), p123.

Amjah, Dk Yusimah Pg Hj. (2014). A Study of teachers' strategies to develop students' interest towards learning English as a second language. *Procedia-Social and Behavioral Sciences, 134*, 188-192

Brown. (2011). *Teaching by principles: an interactive approach to language pedagogy second edition.* New York: Pearson Education Company.

Cairncross, S., & Mannion, M. (2001). *Interactive Multimedia and Learning: Realizing the Benefits*. 156-164. Cambridge, UK: Cambridge University Press.

Cohen, L., Manion, L., & Morrison, K. (2011). *Research methods in education.* New York: Routledge

Cohen, L., Manion, L., & Morrison, K. (2011). *Research method in education* (7[th]ed.). London: Rutledge

Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (4[th]ed.). Boylston Street, Boston: Pearson Education.

Gilakjani, A. P. (2012). A Study on the Impact of using Multimedia to Improve the Quality of English Language Teaching. *Journal of Language Teaching and Research*, *3*(6), 1208-1215.

Hakim, A. R. (2015). Experience EFL teachers' challenges and strategies in teaching speaking for introvert students. *European Journal of Social Sciences*, 437-446.

Hakim. (2008). *Belajar secara efektif.* Jakarta: Puspa Swara

Harmer, J. (2011). The practice of English language teaching: *Journal of Teaching Practice,3rd ed,Cambridge,* UK, 51-52.

Harmer, J. (2012). *The practice of English language teaching* (Fourth ed.). England: Pearson Education Limited.

Mahadi, T.S.T & Jafari, S.M. (2012). Motivation, its types, and its impacts in language learning. *International Journal of Business and Social Science, 3(24),* 232-233.

Oxford, R., Park-Oh, Y., S., I., & Sumrall, M. (2001). *Learning a language by satellite television: what influences student achievement? Journal of Agricultural*, 13.

Ren, C. H. I., & Yu, H. A. O. (2013). Motivation's Influence on Strategies for English Learning and Improving. *Canadian Social Science*, *9*(6), 173-177.

Saldaña , J. (2016). *The coding manual for qualitative researchers.* London: SAGE Publications Ltd.

Sharma, H. L., & Pooja, L. (2016). Enhancing students' interest in English language via multimedia presentation. *International Journal of Applied Research*, *2*(1), 275-281.