

Chapter Two

Literature Review

This chapter discusses the reviews on literature related to the implementation of multimedia towards students' interest in English language learning. The purpose of literature review in this research is to discuss some important aspects which are addressed in the research. The researcher puts some theories related to the research. There are three points that discussed in this section. The first one is explore the definition of multimedia. Second is a type of multimedia. Besides, this chapter also discussed about the advantages of multimedia. The last, it presents the implementation of multimedia in enhancing students' interest.

Definition of 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, when compared with the information in the form of text (letters and numbers) that are generally present on the computer today, of course information in the form of acceptable multimedia with both the senses of human vision in the form that corresponds to the original or in the world the reality.

Types of Multimedia

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. The followings explain more about the types of multimedia in a more detail.

Text. It is a symbol of a visual medium used to describe spoken language. The text has various types of forms or types (for example: Time New Roman, Arial, Comic San MS), and also size. The unit of the size of a text consists of length and size. Length usually states the amount of text in a word or page. Size represents the size of a large or small letter. Standard text has size 10 or 12 points. The larger the size of a letter the more it appears the size of the letter.

Picture. Picture is a number of images, photos, and painting from book, newspaper or another source that can be used as teaching aids (Sabri, 2010, p. 110). According to Calhoun (1999:25), the concept of using pictures as a stimulus for language experiences activities in the classroom was developed specifically for teaching young students to read and write. Picture can play a key role in motivating students, contextualizing the language they are using, giving them a reference in helping to discipline the activity.

Audio. Audio is anything that can be heard by using the sense of hearing, for example: narration, song, sound effect, back sound. John (2009) stated that “As part of deep audio content multimedia system, we can use music, sound effects, or speech to achieve the purpose of our presentation.” Previously Zetl (1999) mentioned that

visual and audio elements moving independently of each other provide contrast and interactivity among media types.

Video. It is as an electronic medium capable of combining audio and technology visually together to produce a dynamic and engaging show. Video can be packaged in the form of VCD and DVD so easy to carry everywhere, easy to use, can reach a wide and exciting audience to serve. Video has a function as a learning medium that is the function of attention, affective function, cognitive function and compensatory function (Arsyad 2002). According to Rieber (1990) , “Selection of video as a media dissemination of innovation in addition to being able to combine visual with audio can also be packed in various forms, for example merge between face-to-face communication with group communication, using text, audio and music.” (p.19)

Graphic Animation. It is is a visual-based medium. All two-dimensional images are graphs. If the image is rendered in three dimensional (3D), then it is still presented through a two-dimensional medium. This includes images presented on paper, television or on screen. Graphs can present reality (reality) or just shaped iconic. Examples of graphs that present reality are photographs and examples of graphic icons are cartoons such as images commonly installed on the door of the toilet to distinguish between men's and women's toilets. The graph consists of a still image and a moving image. Examples of still images are photos, digital images, paintings, and posters. Still images are measured by size (often called canvas size) and resolution. Examples of moving images are animation, video and movies. In

addition can be measured using size and resolution, moving images also have duration.

Advantages of Multimedia

This section will discuss the advantages of using multimedia in an English classroom. There are many kinds of multimedia tools namely visual, auditory and kinesthetic. It is proved that some students are visual learners, auditory learners and the other is kinesthetic learners. Also about how the students can use the preference in order to make themselves got the information and of course to make it easy in learning. Learners will benefit more if the instructional methods provide, perform, or model cognitive operations that are important to the task and the situation (Kozma, 1999).

Furthermore, in a way to help the students learn, teachers should know what kind of preference that fulfills students' need in learning English. In a classroom environment student with limited English proficiency rely heavily on visual clues for the comprehension and acquisition of learning content (Omelda, 2003). A study from Benjamin & Sivakumar (2007) in their article "Multimedia enhances effective self - learning" emphasized the need and importance of learning through multimedia CD-based self learning and dwells on the quality as well as quantity of teaching and learning bringing forth the need and significance of learning language through self - learning with the help of multimedia CD-based courseware.

According to Hakim (2015), it is known for the EFL learners, to get the interest in the subject language could be difficult for them, because they didn't have the habit to use it outside the classroom, even there are many students that not even practice what they have learned in the classroom. For example, in order to gain the interest for the students, the teacher can conduct technology-based instructional strategies, this kind of strategy is conducting the multimedia to the classroom, and teacher could play music, video or whatever it is that could be attract students' interest.

There are advantages of multimedia in English classroom, as follows;

1. 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. There are various language activities that can be employed to foster intrinsic motivation, to promote the desire to communicate, and to boost learners' integrative orientation while enhancing learners' language abilities
2. Multimedia learning environments can sustain high motivation of learners, enhance interaction, promote schoolwork achievements, create virtual scenarios, integrate different types of media content and technology into one interface, and help learners to learn the language (Jones, Squires, Hicks,

2008). 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.

In addition, teacher can use multimedia as a tool to support the learning process and can enhance students' interest in learning. Multimedia applications also had a crucial role in education which range from low level education to postgraduate students and corporate training packages.

Implementation of Multimedia in Students' English Learning

Nowadays many students did not want to pay attention to their teacher because they did not find that learning English was important. If they found it difficult, they will refuse to learn again. Due to the difficulties in learning, English language can make students lose interest easily. The teachers should do something necessary to make the students gain interest in learning English. Hence, educators should put new and effective modes, ways, and designing thoughts into multimedia teaching practice (Zhou, 2004).

The motivation of learners greatly affects their interest to take part in the process of learning. "Motivation represents one of the most appealing, yet complex variables used to explain individual differences in language learning" (MacIntyre et al. 2001, p. 462).

Learning English could be a bit difficult for EFL students, because the input of the language may not be available outside of the classroom setting. A recent large-scale survey by Canning-Wilson (2000) reveals that the students like learning language through the use of multimedia, which is often used to mean quite different things in language teaching.

Reviews on Related Studies

To support this research study, the researcher provides similar researches relating to the use of multimedia to increase students' interest as the following.

The first journal article focuses on developing students' interest toward English by Amjah (2014) entitled "A study of teachers' strategies to develop students' interest towards learning English as second language". This journal investigated teacher's strategies on how to attract students' interest in learning English as a second language. English is one of languages that mostly used in all around the world. This study was conducted in two of primary schools in Brunei Darussalam by questionnaires that consist of both open-ended and closed-ended questions, from 45 students and two English Language teachers.

The questionnaire for students, the quantitative data was responded on a three-point scale, on how students' opinion about: (a) Teachers' strategies in teaching the English Language (b) Students' interest in learning the English Language and (c) learning the English Language as their second language. It revealed 90% of the students' that strongly agreed that they want the teacher used strategies, such as the

use of ICT and music to boost the student in language learning whereas 10% disagreed to use ICT in learning language. Then 66,7% agreed that they liked and have interest in learning English and 33,3% didn't show any interest. There were 56,7% who thought that learning English as second language is awesome and 43,3% felt that learning English as second language is difficult so they dislike the subject. Meanwhile for Teachers the questionnaire consisted of statements how they viewed on: (a) Strategies used by teachers' (b) How to develop students' interest (c) The important of interest in language learning, it revealed that both teacher used quite similiar strategy to teach their student with the use of printed materials. Both teachers strongly agreed that interest in language learning is important, they stated that interest could give motivation in learning language.

Meanwhile for the reasons why student tend to lost interest in language learning, Teacher A make a list of reason why they lost interest and Teacher B stated that students lost interest because they dislike learning English as they thought that it's difficult to understand. So, teachers have to find the right strategies to make students motivated and interested in learning.

The second journal article focuses on the investigation how multimedia can enhance students' interest by Sharma & Pooja (2016) entitled "Enhancing students' interest in English language learning via multimedia presentation". This research was aimed on the use of multimedia in teaching that makes it easy to help the teacher adopted multimedia into the teaching learning. There are many kind of multimedia tools, as for the most popular are visual, auditory and kinaesthetic. In this study, it's

proved that some students are visual learners, auditory learners and the other is kinaesthetic learners. Therefore, it's also about how the students can use the preference in order to make themselves got the information and of course to make it easy in learning. Learners will get benefit more if the instructional methods provide, perform or model cognitive operations that are important to the task and the situation (Kozma, 2000). So, in a way to help the students learn, teachers should know what kind of preference that fulfills students' need in learning English. Also in a classroom environment student with limited English proficiency rely heavily on visual clues for the comprehension and acquisition of learning content (Omelda, 2003).

This research showed at exploring the students' learning style. The data was collected from English majoring at the Islamic Azad University of Lahijan, Iran. It revealed that about 55% of the student preferred visual learning style, 35% preferred auditory, and only 10% of the students preferred kinaesthetic for their learning, it can be concluded that the visual learning style was common learning style used in Islamic Azad University and the students with this type of learning had the high academic achievement in their educational major. It is like the impact of multimedia use was visible in learning and somehow it can find the optimal ways for both, students to learn effectively and teachers to teach efficiently. However, besides providing some preferences of the tools of multimedia to be employed, this research also presented some multiple learning opportunities which eventually will enhance the success in education.

While the first study focuses on strategies used by teacher in enhancing students' interest, the second is the use of multimedia tools that can help in increasing students' interest. These previous studies will enrich and support this study.

Conceptual Framework

The literature above shows that can be assumed that the use of multimedia in learning is crucial in succeeding teachers' teaching practice. Multimedia has different characteristics. The main goal of using multimedia is to create an effective learning process rather than using. Furthermore, before implementing multimedia as teaching media, teachers should consider important things to begin with. The top four characters of using teaching media are; the easy chosen materials, the large number availability of materials, allowing students pick freely what they want study in classroom, and allowing learners to ask as much as possible if they do not understand. The related study above also gives an indication that using multimedia gives both types and benefits for students.

This research was done to investigate on types of multimedia and students' perceptions on the benefits in using multimedia as teaching media. The types were shown from students' activity of using multimedia in classroom. However, besides knowing the types of the multimedia used by teacher, students also experienced benefits. Therefore, the researcher was curious to find out about types and the students' perception on the benefits of Multimedia as teaching media. In addition, the data was compared with the literature reviews above and the related studies.

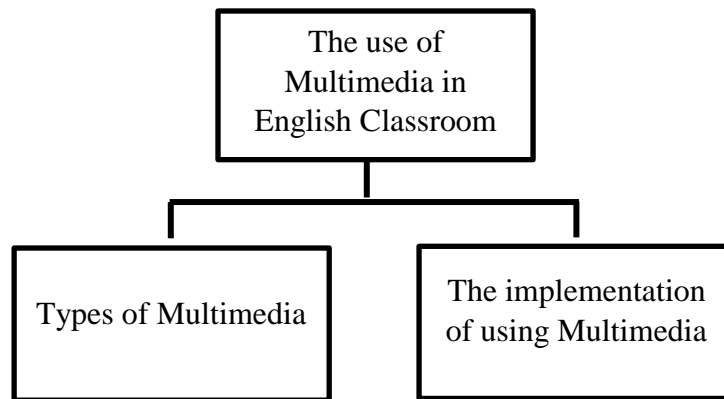


Figure 1. Conceptual Framework