

Chapter Four

Findings and Discussions

This chapter explains and discusses the result of the research including findings and discussions. This research was conducted to explore two research questions that were presented in chapter one. The research questions were twofold; the first one was to find out what types of multimedia used by teacher in English language in a female boarding school and the second one was to identify the benefits of the implementation of multimedia as a teaching media as perceived by students. The following sections describe these two findings with detailed information.

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

This section presents the result of the first question of the research, the researcher attempts to answer the first question of the research and followed by discussion including supporting statements from the experts. 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 classroom, 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.

This research found two types of multimedia used by teacher in English language classroom. These types of multimedia were visual media and audio visual media.

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

This section presents the result of the second research question and followed by discussions along with expert judgment. 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. It was also in line with a research on a multimedia can increasing interest by Renninger and Hidi (2002) who differentiate

two forms of student interest, defining it as “a psychological state of having an affective reaction to and focused attention for particular content or the relatively meet tendency to re-engage particular classes of objects, events, or ideas” (p. 174).

Paying attention. Attention is describes as the ability to select and process information from the surrounding environment. As in the teaching media, multimedia applications are more effective when learner’s attention is not split. Split attention occurs when the learner is forced to attend to information that is far apart, such as when content is visually far apart on the screen or if it is presented at two separate points in time. As for the participants, the found that multimedia give them 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. This is in line with a study by Wright (2012:22) who stated that attention and interest are both can make productive skill and pictures can often be used in similar ways to

promote them. Picture also can motivate student want to pay attention and want to take part.

Although the terminology varies in different sources (e.g “distractibility”, “concentration”, “engagement” “cognitive control”, “executive control” etc.), the idea of students being able to resist distraction is a key component of many educational theories (Caldwell, 2007).

Increasing students’ motivation. This finding showed that increasing students’ motivation was considered as one of the benefits of implementation of multimedia. Motivation has an important role in language teaching and learning. It has special attention in the research of language of acquisition. In second language acquisition (SLA), there is a model which is considered as the most influential model which is developed by Gardner (1985:45). Student 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. Boredom is so common that almost half of all high school students are bored in school every day. Boredom is a negative academic emotion that can affect students in multiple ways. One of the problems that the students occur can be bored in the classroom. 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. By decreasing their boredom in the classroom, it can make the students more effective in learning English language. 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, the student will become distracted and will think of something other than the task at hand, so it is not an easy task for the instructor in order to make the boredom of students decrease.

Improving English language. When learning a language, students demands to get a better understanding by the teacher in order to get a good grade. In doing so, 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".

Based on the data above, benefits of using multimedia when learning is that students become more motivated in improving their abilities because of the lack of knowledge and are more interested in following the process of learning English through the use of multimedia in the learning process. 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.

This research found five benefits of the implementation of using multimedia as a teaching media as perceived by students. The benefits of multimedia appear were

five, they were getting more interested, paying attention, increasing students' motivation, decreasing boredom and improving English language.