

**THE USED OF MULTIMEDIA IN ENGLISH LANGUAGE TEACHING;
(A CASE STUDY AT SMP NEGERI 2 MESJID RAYA, ACEH BESAR)**

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Abstract

Learning and teaching a foreign language needs a lot of patience, energy, time, creativity and competence. The success of the teaching and learning of foreign language skills including English is determined by a number of factors such as students, teachers, teaching methods, techniques, and instructional Multimedia. English teaching Multimedia are very important for teacher to help students acquire new concept of the skills and language competences. English has been taught at primary level due to its important role. English teachers in this level need more knowledge about children in mastering English. It is done because children have certain characteristics that differ from adult learners. There are still many fascinating discussions that might be interesting to find out the real situation in the implementation of Multimedia in English language teaching, especially to children. This study which was conducted at Elementary School Islam Laboratorium Neuhen, Mesjid Raya is intended to figure out how the use of Multimedia in English language teaching to the first levels. The study employed case study research design. The population was 44 and the sample was taken by using nonprobability sample, convenience sampling, was an English teacher. The research problem is “*how does the teacher implement Multimedia in teaching English?*” The data were collected by using instruments, namely: observation checklist sheets, questionnaire sheet, interview guidelines, and documentations. Based on the data analysis, it was found that the English teacher at SMP Negeri 2 Mesjid Raya used multimedia in English language teaching. There is some variable which observe by the researcher, there are: Computer, Internet, Print text, and Movie. According to the students’ competencies, the teacher build up new atmosphere in teaching learning process by using pint text in reading, speaking, writing and vocabulary. The used of movie help the students in all competencies, such as reading, speaking, listening, writing and vocabulary teaching learning process.

Key words: *English Language, Teaching, Multimedia*

Background of Study

Teaching Basic English to the young learners in primary level plays an important role. The English teacher has to understand more about young learners in choosing methods, techniques and Multimedia based on the students' ability, need and interest. Talk about Basic English, these Basic English lessons provide the most important learning points for beginning level English learners and we are directly think about young learners or children. They have to learn English basically because English is the second language which a little bit hard to understand. The question is "Is learning a second language like learning a first language?". We have to understand about critical period hypothesis before answer that question.

Multimedia are very important for teacher to help students in understanding English as a foreign language. Even though there are many kinds of multiMultimedia which can be used by the teacher in English teaching learning process, especially in teaching English to the primary school students, he or she should be selective on choosing them. As recommended by Richard and Rodgers (1986: 87) that students are supposed to study second language enjoyably. It means the role of the teacher is very

important in motivating the students' interest in English teaching-learning process and also in maintaining the relationship between the teacher and students.

Clearly, there are many kinds of Multimedia that can be used by the teacher in English teaching-learning process to the young learners such as audio Multimedia, visual Multimedia, audio-visual Multimedia and the teacher herself as a model. In this study, the researcher hopes to English teacher to teach English by using various instructional materials as Multimedia. Therefore the teacher can make the students interest to study English language everywhere, in classroom or outside the classroom. Over all, SMP Negeri 2 Mesjid Raya has applied English from first levels till first levels as local content subject.

Then, the researcher has done a preliminary research before doing observation in the school to get real information about the research problems. The researcher believes that English teacher at SMP Negeri 2 Mesjid Raya, Aceh Besar faces the obstacles in implementing Multimedia in English teaching-learning process. Therefore, the researcher would like to know the information and the data referring to the kind of Multimedia in English language teaching at the school.

Research Problems

The problem of the study that the researcher considers important to be searched “What kinds of Multimedia are used by the teacher in teaching English at the First Level of SMP Negeri 2 Mesjid Raya?”

Research Objectives

There are some objectives of this study that the writer wants to know: The kinds of Multimedia are used by the teacher in teaching English at the First Level of SMP Negeri 2 Mesjid Raya.

Scope of the Study

This study focuses on the activity running in the class by considering English as the main scope of this study. It would give more specific explanation about the kind of multimedia used by the teacher at SMP Negeri 2 Mesjid Raya.

LITERATURE REVIEW

Multimedia in English language Teaching

The use of multimedia described here makes use of print texts, film and Internet to develop and enhance linguistics and knowledge. Through their interactions with multimedia texts on topic of interest, students become increasingly familiar with academic vocabulary and language structures. As they pursue sustained study of one content area through focus discipline research, the students become actively engaged in the process of meaning construction within and across different media. Working through the complex

intermingling of meanings, embedded within different texts encourages students to make connections as they build a wider range of schemata, which are then available to help them grasp future texts.

Using print, film and Internet as resources for studying provides students with opportunities to gather information through stimuli that will stimulate their imaginations, engage their interest and introduce them to the raw materials for analysis and interpretation of both language and context. Students develop solid foundation in several subject areas and become “content experts” in one. Thus they greatly increase their overall knowledge base, as well as their English language and critical literacy skills, facilitating their performance in future college courses.

Although various studies support the application of multimedia in the classroom, Liu, Jones and Hemstreet (1998) point out that the design of multimedia is useful when technology is to have any effect on learning. One of the main purposes of software in writing is to facilitate the development of academic writing skills for students through the use of the objects matter for writing assignments. The program is presented as a simulation game to interest and motivation. Students using the program found themselves in the virtual world of education.

Computer

One of multimedia which evaluable and easy uses is computer, which is an electronic medium in which both print and visual resources are invariably bound. At the click of a mouse, text resources present

students with a diverse collection of authentic English language texts dealing with a wide variety of interdisciplinary topics, and at each web page link, students have the advantage of reading print texts with the benefit of immediate visual reinforcement provided by pictures and slide shows, facilitating the collaborative effects of print and visual information processing.

Internet

Using the Internet for focus discipline research not only teaches higher order thinking skills, but also promotes critical and social literacy as students encounter a variety of information, synthesizing that information through cooperation and collaboration with their peers. Members of focus discipline groups generally form strong multicultural friendship fostered by their collaborative efforts throughout the semester.

Print Text

The Print text used in presenting students with sophisticated reading that contains cognitively demanding language and introduces a wide range of vocabulary. However, these texts may be difficult to understand. This is suggested to present in printed and visual text. By reading print texts will the benefit of immediate visual provided by pictures or slide show. In writing class of using multimedia, students watch the selected video novel. After watching students are asked questions about the video and assigned essay topics, then divided into brainstorming groups. They discuss and develop the topics in their group. They then make rough draft before presenting in front of other groups. It is

obviously that in the multimedia classroom students are engaged to learn how to brainstorm, how to use groups for draft and how to critique other presentations.

Film

Film can be used to provide a visual material. The students can read a print text and watch the film later, according to Kasper and Singer (1997:5-17), the film can clarify comprehension, consolidate concepts and reinforce learning. It is expected to the students to fully understand both visual and verbal comprehension. By watching the complete film the students expected to understand various areas of academic discourse such as psychology, environmental science and others to broaden the verbal and written perspective (Kasper and Singer, 1997:5-17).

The interaction between the use of Multimedia and characteristic of students' learn can determine the result of students' learns. It means that the students will get a significant advantage when they learn by using Multimedia according to their characteristics, types and their learning styles. Visual students will obtain more advantages when they study through visual Multimedia, like pictures, diagrams, videos, or films. While audio students are being helped by learning with the audio Multimedia, like radio, voice record, or teacher's discourse. However, audio-visual

students are going to attain the purpose of English learning by using both kinds of Multimedia; audio Multimedia and visual Multimedia.

Teacher's Roles in Teaching English by Using Multimedia to Children

The teacher's roles is also have to be developed by creating good interaction between teacher and student; there are three main points that can be offered by the teacher in stimulating the positive climate:

1. Rapport establishment

Relationship and connection between teacher and students have to build by the teacher to make the students' trust and respect to the teacher in English teaching-learning process. Its mean, the teacher as an organizer have to smart in creating important concept of positive energy wherever the teaching-learning process take place.

2. Praise and criticism's balance

"Well done", "good job", "that's fantastic", that are some examples of teacher praise to involve positive words as affective response to students' behaviors or students' performance. It also can be done by several actions, such as by showing genuine pleasure of what the students' thinks and says; giving

feedback to guide students in ways to improve their performance, by providing information of their ability to achieve success in the future. As defined by Brophy (1981: 5), praise as "commending the worth of" or "to express approval or admiration". He also said that praise should be delivered in response to a specific behavior.

3. Energy generation

As already talk above, the teacher have much things to do in English teaching-learning process to build up the positive energy in increasing the ability of the students. Solid preparation, teacher's self confidence, positive believe to the student, and a sense of joy in doing the activities in the classroom are some positive criteria that can do by the teacher in strengthen herself and her students. So that, the teacher needs some support for herself, such as the qualification and school facilities.

Curriculum, Syllabus and Lessons Plan in Using Multimedia

Curriculum, syllabus, and lesson plan are important components in language teaching. Especially English, the teacher have to plan what and how to teach, what methods, strategies and Multimedia that can be used,

how to combine the connection between the steps in teaching according curriculum, syllabus, lesson plan with the methods, strategies and Multimedia that will be used in teaching learning process. And also how to achieve the goal of the English teaching programs.

Curriculum

Curriculum in educational program defined as a plan for teaching-learning process. Richard, et al (1987: 70) mentioned the meaning of curriculum as educational purpose of program which contained of the teaching procedure and learning experiences that will be necessary to achieve the purpose in assessing the ending of educational program.

In addition, they stated that curriculum is the study and the development of the goals, content, implementation, and evaluation of an educational system. According to the research needs, the researcher can say that curriculum is the one of basic component in arranging the teacher's work sheets to imply the Multimedia in English teaching-learning process to the children.

Syllabus

As the teacher's guidance, syllabus which concluded in the curriculum component must be concerned in having good quality of school's graduates. The aims of designing

syllabus are to control what materials should be taught at the first meeting, the second meeting, and so forth; to guide the teacher on how to implement the English language teaching according to the different age's students; and to detect how far the objective of English teaching-learning process achieve by the students.

Nunan (1991: 2) says that syllabus is concerned with what, why, and when; methodology is concerned with how. Whereas, Richard, et. al. (1987: 66-67) defined as the procedure for deciding what will be taught in a language. In summarize, the researcher can be said that all of the English teachers in every level have to design an English syllabus which includes all of the components above as the guide or route map before starting teaching-learning process wherever it take place (in classroom or out classroom). It is especially in English teaching-learning process by using Multimedia.

At all times, however, the teaching English by using Multimedia in the syllabus have to measure against the basic purposes of contributing language to the student own language. As the aim of syllabus, the researcher tries to elaborate the ways to measure it according to the general syllabus, they are as follows:

1. Extending the students' thinking and the awareness of their language, the relationship each others, the needs and desires of others, the wonder and complexity of the universe in utterance the language;
2. Opening students' eyes to believe that they can learn English as foreign language by making every positive effort and praying;
3. Helping them to begin to see the point of recognizing and ordering their own values and priorities in learn English, such as the reasons why they have to learn English;
4. Developing their confidence and competence in dealing the English with the issues of their environment, for example paying attention to the situation around them.

Lesson Plan

The important way in the successful of teaching English by using Multimedia is well planning in arrange the subject or lesson. It depend on the teacher's need in order how to achieve the purpose of teaching English. By creating positive activities through good procedures, the teacher can be done good performances in English language teaching-learning process by using Multimedia. As described by Richard, et. al. (1987: 163), that the outline of (a) the teacher's objectives has

set for a lesson (b) the teacher's procedures in the activities will use to achieve them and the order to followed, and (c) the materials and resources which will be used.

Why Use Multimedia in English Language Teaching

Multimedia is very useful in learning the English language. The teacher and students are helped by using Multimedia to achieve the learning goals. So that, the teachers should apply the Multimedia in teaching - learning activities because:

1. Multimedia can be solved the lack of the learners' experiences. Learners have different background such as areas, family life, society, social economic, etc.
2. Multimedia can be reached everything out of the class. There are so many things around the learners that cannot be reached by them, such as: bacteria, virus, etc. To know and see those tiny things, we must use a microscope as a Multimedia. We use a picture to present things which cannot be brought into the classroom such as: markets, stations, harbors.
3. Multimedia are created the possible direct interaction between the learners and their environment.
4. Multimedia are produced some observation. The learners' observation can be directed into the important things based on the teacher's aims.

5. Multimedia can be kept the basic, concrete and real concepts of the teaching.
6. The learners' motivation is aroused by using Multimedia in learning.
7. Multimedia are integrated the experience from the concrete things to the abstract ones.

The important thing is that using Multimedia can be encouraged the learners to speak and to write. There are some advantages of using Multimedia in teaching-learning process. Those are;

1. To increase the learners' motivation.
2. To avoid the learners bored.
3. To make the learners easy to understand the instructional material.
4. To make the teaching learning process more systematic

According to the advantages above, the researcher can be summed up that the purposes of using Multimedia in English language teaching, especially to children are:

1. to lack of students attention since the students get bored
2. to provide teachers and students with creative and practical ideas.
3. to meet various needs and interests of their students
4. to provide students with a lot of language practice through activities using newspapers, magazines, radio, TV, movies, books, Internet, etc, and tasks

which develop reading, writing, speaking and listening skills

5. to entertain students and encourage their ability by giving the students the confidence.
5. to achieve the learning goals.

It can say that Multimedia are arisen the learners' interest, stormed the learners' brain to think creatively and concretely in understanding English effectively.

RESEARCH METHODOLOGY

Research Design

Case study research excels at bringing us to an understanding of a complex issue or object and can extend experience or add strength to what is already known through previous research by providing the real people in real situation. Cohen, et al (2005: 181) defined that case study is a specific instance that is frequently designed to illustrate a more general principle.

Based on the objective of this study as cited in the first chapter, the research conducted the study in the form of investigation intended to obtain information on the kind of Multimedia in English language teaching at SMP Negeri 2 Mesjid Raya.

Population and Sample

The Population of the Study

According to Bungin (2005: 99) population is the large group as the object to

learn something about. The researcher selects the easiest population members from which to obtain information. The researcher uses his/her judgment to select population members who are good prospects for accurate information. So the target population of this study is all of first level's students of SMP Negeri 2 Mesjid Raya.

The Sample of the Study

Convenience sampling technique has been used by the researcher as the sampling strategy which often selected for a case study. According to Cohen, et al (2005: 102) convenience sampling involves choosing the nearest individual to serve as respondents. Kuncoro (2003: 119) says that convenience sampling is a procedure to get sampling unit according to the research need. It sometime called accidental sampling or opportunity sampling which often captive audiences such as students or student teacher as respondents. So the sample of this research is one English teacher.

Data and Source of Data

In the quantitative context, data implies that its information is a direct reflection of the thing it is about and is independent of those who gathered it. However, qualitative data, whether in oral or in written discourse, are not identical to the

experience they are describing (McLeod, 2001: 137)

The source of the data related to all research questions in this study were the responses from the respondents concerning the problems. The class observation, used to collect the data. The observations were about the kind of Multimedia that used by the teacher in English language teaching for young learners at first level of SMP Negeri 2 Mesjid Raya.

Research Instrument

The instrument use by the researcher to collect all data related to the research problems is classroom observation sheets

The instruments used by the researcher to collect the data were observation sheet. The observation sheet comprised of the list of kind of Multimedia which were used by the teacher in teaching English to the young learners and how the teacher used Multimedia in English teaching-learning process of the first levels students.

Observation Sheets

The instruments used by the researcher to collect the data were observation sheet. The observation sheet comprised with the list of kind of Multimedia which were used by the teacher in teaching English to the young learners and how the teacher used Multimedia in English teaching-learning process.

Data Collection

To answer the question on the kind of multimedia which used in English language teaching, the researcher conducts the other observation of the implementation of Multimedia in English teaching-learning process by observes how the teacher used Multimedia in English teaching-learning process. The researcher marked the Multimedia used by the teacher and the activities done by the teacher while English teaching-learning process.

Data Analysis

After the researcher gathered the data through observational instruments. The data analysis was conducted by organizing the collected data systematically. The data were grouped and classified based on the research question. The data were analyzed qualitatively by the researcher to identify, sort, extract, and organize the verbal instructions and then group them according to the topic (Moleong, 2010: 248).

To analyze the data, the researcher used qualitative and quantitative analysis (Borg, et al, 1989: 383). The qualitative analysis is used to analyze the data on research questions which is about the kinds of Multimedia used by the teacher in English language teaching. All the data obtained from the observations were analyzed in written explanation.

The quantitative analysis is used to analyze the data for the second and third research questions. The data analysis will be conducted by organizing the data gained through questionnaires. Based on those data, the researcher will form a table of Likert scale and a table of Two-point scale and then analyze the mean. The official document data were also used to support the data that the researcher found. Due to the sort of this study, the researcher also used the suitable formula as by Sudjana (1992: 50): $P = \frac{f}{n} \times 100\%$. Which: P-Percentage, Ffrequency of respondents/questionnaires, N-Number of sample/total questionnaires, 100%- constant value.

The data were grouped and classified based on the research questions with intent to interpret the actually. All the data obtained from questionnaires were analyzed with the simple percentage. From the process of this study, the writer elaborated the phenomenon of implementation of Multimedia in English language teaching. Then in analyzing the data taken from the observation, narrative elaboration was used in explanation.

RESEARCH FINDING AND

DISCUSSIONS

Description

The Kinds of Multimedia in Teaching English at First Level of SD Islam Laboratorium Neuhen

The first research question is about the kinds of Multimedia in teaching English for young learners. It covers of the kinds of Multimedia according of basic competence. To obtain the data, the writer conducted classroom observation.

Although there are a lot of Multimedia in language teaching that can be used by the teacher in teaching English to the young learners, but when the writer observed in the classroom, there were not all of them used by the teacher. It can be seen at Table bellow.

Table Kinds of Multimedia in English Language Teaching

Kinds of Multimedia	Yes	No	Basic Competency				Vocabulary
			Reading	Writing	Listening	Speaking	
Computer		√					
Internet		√					
Print Text	√		√	√		√	√
Movie	√		√	√	√	√	√

Based on the table, it was found that the teacher used several Multimedia from each variable of Multimedia that could be interpreted as follow

1. Computer.

The teacher did not use all of Multimedia in this variable; the school does not provided the computer. There is some computer at computer laboratory, but some of computers are does not work at all.

2. Internet.

The location of this school at Aceh Besar caused the school difficult to access the internet.

3. Print Text.

The teacher always uses the print text to teaching all competencies and vocabulary in English language teaching at First Level of SMP Negeri 2 Mesjid Raya.

4. Movie

a. Reading

Teaching reading by using movie gives new atmosphere for the teacher and student, even though the teachers often struggle with the notion that movies will distract from learning or take away from the creative imagination that

comes with reading. However, most teachers will find students begging to watch the movie version of literature being read in class. Rather than fighting this situation, teachers can use movies as a springboard for subsequent literary analysis of characters, setting, plot, etc. Moreover, watching movies in conjunction with reading books enables comparative analysis between the two. As described in Module Two, there are many online resources that can help parents and educators match quality literature with movie versions.

b. Writing

Using movies in teaching writing in an EFL classroom. The goal was to find out whether the teachers use movies in teaching writing and the student enjoyed writing and find the topic easily and did not find difficulties on it.

c. Listening

In listening competency, the teacher apply teaching listening with film, this teaching unit refers to three types of activities with video, such as a viewing activity,

playing only the beginning, and producing a film. The viewing activity will simply play a video for students to watch. After an hour and ten minutes, the ending part of the video will not be shown, so students only see the beginning part of the video. Instead of showing the ending part of the video, students will create an ending or make an alternate ending for this video. There are clearer explanations in the following paragraphs. And the students interest on the way to learn the listening section.

d. Speaking

The goal was to find out whether the teachers use movies in teaching oral communication and what they think about using movies when teaching oral communication. It gives more information to the student how to spell the word correctly. Different with the foreign speaker, the teacher which some time uses the first language in the class will build up the bored situation whole the time. The native speaker on

the movie can motivate the student to imitate it easily.

e. Vocabulary

Teaching vocabulary related to a certain theme helpful the teacher on distribute the new words which can easily remember by the student, a gap-fill exercise (based on for instance a scene from a movie), a written assignment using vocabulary presented in the movie, an oral assignment using vocabulary presented in the movie, a pair work using vocabulary presented in the movie or some other assignment (here the respondent was asked to clarify). Finally, there was also an option I have not used movies in teaching vocabulary.

CONCLUSIONS AND SUGGESTIONS

Conclusions

The study investigated a number of issues as presented in the findings comprising the Multimedia which are used by the teacher in English language teaching according to the basic competences in primary school, how is the teacher implementing the Multimedia in English language teaching, what are the

problems faced by the teacher in implementing Multimedia in English language teaching and also students' responses toward the implementation of Multimedia.

Through the interaction with multimedia, the students become increasingly familiar with academic vocabulary and language structure. Connecting with the Internet will make the benefit of increased student motivation. Students are eager to begin class and often arrive early at the computer lab, logging on the Internet and beginning research on their own. They also often stay after class to continue working on the Internet. Overall, students develop greater confidence in their ability to use English because they need to interact with the Internet through reading and writing. Using multimedia provides the students to gather information through media that encourages their imaginations, interests. Also it using this technology combined with the sense of teaching will create a successful teaching method.

The students responded positively toward the implementation of Multimedia in English language teaching. It was proved by the data obtained from the questionnaire; they totally selected the options of strongly agree and agree on the questionnaire sheet that the Multimedia have the important role or good way to improve their basic competencies and enrich their vocabulary.

Suggestions

The value of materials as Multimedia in English language teaching has been extensively discussed but there is still room for more analysis and creativity regarding the use of Multimedia in English language teaching generally. The teacher needs to increase her ability to find the useful of the other Multimedia to create teaching objectives from Multimedia. She also has to design instructional materials to help students to better understand a foreign language in this case is English.

To achieve the goals of Multimedia implementation in English language teaching,

the researcher would like to give some suggestions:

1. The teacher is expected to maximize in improving the ability of the students' competencies by introducing the sufficient Multimedia for each competence (skill) in order to motivate the students in every condition through using the real object and interesting Multimedia for them to keep trying and learning.
2. The teacher can enrich her ability in creating the instructional materials by accessing the website to find out a lot of ways to produce the interesting Multimedia for young learners or search for the other sources of teaching materials.
3. In teaching process, the teacher should follow the steps of teaching stated in the lesson plan. In the other words, the lesson plan is a guide for teaching but not just for completing the administrative requirement. So that in implementation of Multimedia in English language teaching the teacher also has to follow the lesson

plan as the guideline. The teacher is expected to start to arrange the lesson plan.

4. The function of Multimedia is to improve the ability of the students, so that, the good facilities in the school can help the teacher to do interactive teaching-learning process to develop the students' awareness in learning English as a second language. Since the language learning is to make easy in communication, the School has to

provide new Multimedia as the facilities that can help the teacher to do interactive teaching-learning process to develop the students aware in learning English as second language.

5. There are many assumptions that the implementation of Multimedia in English language teaching is suitable for young learners. But actually the case is teaching by using Multimedia can also be applied for adult beginners.

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