The Use of Multimedia in Learning English

Syamsul Una

English Education Study Program, Dayanu Ikhsanuddin University

e-mail: syamsuluna21@gmail.com

Abstrak

Penelitian ini bertujuan untuk menemukan apakah penggunaan multimedia dalam pengajaran dapat meningkatkan kemampuan Bahasa Inggris Siswa. Desain penelitian ini adalah deskriftif quantitatif. Sampel yang diteliti berhunungaan dengan topic ini adalah 31 orang siswa kelas dua SMP Negeri 2 Kaledupa. Instrumen yang digunakan dalam penelitiaan ini adalah: (a) Tes digunakan untuk mengetahui sejauh mana pemahaman mahasiswa setelah belajar menggunakaan multimedia, (b) Angket digunakan untuk mengetahui respon siswa dalam belajar menggunakan multimedia. Data yang diperoleh kemudian dianalisa dengan menggunakan statistik deskriptif. Hasil penelitian menunjukan bahwa adanya peningkatan kemampuan siswa kelas dua SMP Negeri 2 Kaledupa yang belajar menggunakan multimedia dengan dengan nilai rata-rata 85.22 dengan kategori tinggi. Sedangkan respon mahasiswa terhadap pembelajaran Bahasa Inggris dengan menggunakan multimedia dalam kategori bagus dengan nilai rata-rata 80.39.

Kata kunci: *Multimedia, Pembelajaran, dan Perolehan.*

Abstract

The objective of the research was to find out whether the use of Multimedia improves the students English achievement. The design of the research was descriptive quantitative design. The sample that was researched in relation to topic was 31 students of second grade at SMP Negeri 2 Kaledupa. The instruments of the research were: (a) Test was used to know students' achievement in learning English by using multimedia, (b) Questionnaire was used to get data about the students' responses in learning English by using multimedia. The data gotten were analyzed through descriptive statistics. The finding of the research indicated that the students' achievement in learning English by using multimedia at the second grade student of SMP Negeri 2 Kaledupa was 85.22, it indicated that the students' achievement in learning English by using multimedia was in high category; The students responds in learning English by using multimedia was in good category with the main score 80.39.

Keywords: *Multimedia, Learning, and Achievement.*

INTRODUCTION

English is very important to be mustered in this era, so English must be taught to kids so that when they will be teenagers or adults, they will be very competitive. As a tool of communication, many students feel bored when they are learning English (Una: 2016, 2023). The material of English is not interesting to them because students want to learn English like watching cartoon movie or film in television such as Doraemon, Naruto, Dora, etc. Therefore, multimedia can motivate students and achieve their achievement to learn English because students can be easily exposed to sound, video, and animation of the authentic target language, which can give the students the strong visual impact and make them get involved in the authentic language environment more completely.

In connection with the description above, the students can learn full in English such as listening, speaking, reading and writing by using multimedia. Multimedia is not only give

material in full but also it can motivate the students want to learn English. Motivation is one factor to support students' achievement in learning English.

Warschauer, (1997:478) "Multimedia applied in teaching can create a relaxing and non-threatening learning environment in which learners' motivation and self-esteem can be promoted and learners' anxiety can be reduced".

Whitherington, (1991:27) "Motivation comes from the word motive in psychology its mean the power which a push someone to do something. Example, what is push to us to do learning? May be we want to know something or we want to be more than the other about knowledge. So, we show that "motive" which someone does as in learning is different. We can say that "motivation" as formation power to push us to do something".

Based on the explanation above it is needed to investigate about *"The Use of Multimedia in Learning English".*

Concepts of Multimedia

Multimedia is derived from multi and media. Multi means a lot and media means a conduit or intermediary. Multimedia is a combination of several elements of the text, graphics, sound, video and animation to produce a stunning presentation. Multimedia also has a high interactive communication. For multimedia computer users can be defined as the computer information that can be presented by audio, video, text, graphics and animation.

In connecting with the statement above, Mayer, Plass, Chun & Leutener, (1998) illustrated that "Multimedia is the combination of sound, text, computer data, animation video, etc".

(Lu, Wan & Liu, 1999) says that "In the context of teaching, multimedia can be called an integrated media, which consists of various media forms such as text, graphic, animation, audio, etc, to browse, query, select, link and use information to meet students' requirements".

Smith and Woody (2000:220) defined "Multimedia as the use of both visual aids and verbal descriptions to illustrate concepts". Multimedia can be used to create an authentic and relaxing language environment in which students can communicate with native speakers to naturally acquire language. Multimedia technology allows a variety of media, such as text, graphs, pictures, sound, and video, through which students can have multiple access of the target language.

Since the same information can be transmitted through various media, learning efficiency can be greatly improved. Many students who are uninspired with the traditional method of teaching are interested in the new style of learning and enjoy the vivid pictures, appealing video and well-done graphs.

The Advantages of Multimedia

Through using multimedia also hopes to improve students' competence in thinking and practicing, which can be adopted to provide an effective method of in English teaching and learning.

First of all, multimedia teaching stresses the role of students, and enhances the importance of "interaction" between teachers and students. A major feature of multimedia teaching is to train and improve students' ability to listen and speak, and to develop their communicative competence. During this process, the teacher's role as a facilitator is particularly prominent. Using multimedia in context creation creates a good platform for the exchange between teachers and students, while at the same time providing a language environment that improves on the traditional classroom teaching model.

Second, multimedia teaching creates a context for language teaching. This method makes the class lively and interesting, as well as optimizing the organization of the class.

As Zhang (2006:111) points out: "Through multimedia and network technology we can offer students not only rich sources of authentic learning materials, but also an attractive and a friendly interface, vivid pictures and pleasant sounds, which to a large extent overcomes the lack of authentic language environment and arouses students' interest in

learning English". In addition, multimedia teaching is also flexible. It is obvious that the context can be created not only in the classroom, but also after class.

Multimedia in English Teaching Learning Process

Shi (2008:76) stated "The purpose of both the traditional and computer-assisted cooperative language learning classrooms is to provide a space in which the facilitation of learning, and learning itself, can take place". It is true that one of the ultimate goals of multimedia language teaching is to promote students' motivation and learning interest, which can be a practical way to get them involved in the language learning.

As language learners, students need to be motivated, be constantly exposed to the target language, and given more chances to exercise it. According to Harmer (2000:25) "There are three elements will be present in all or almost all classes:

a. E stands for Engage stated "this is the point in a teaching sequence where teachers try to arouse the students' interest, thus involving their emotion".
b. S refers to Study which means "any stage at which the construction of language is the main focus".
c. A means Activate, which "describes exercises and activities which are designed to get students using language as freely and communicatively as they can".

In the following paragraphs, the three elements found in Multimedia English teaching will be discussed.

First, in multimedia English classrooms, music, video, stimulating pictures, animation, dramatic stories and films can get students engaged. However, to engage is just the first step in language class, because proper planning, careful designing and reasonable timing is also vital to the learning process.

Second, the main purpose of learning English is to improve the reading, listening, speaking and writing comprehension in order to communicate with others more effectively. In the technology-enhanced multimedia classroom, the main focus of English teaching can be better achieved with the use of these modern and efficient technologies.

Third, Thomas, Place & Hillyard (2008) clarified that "In multimedia classes, more chances are available to activate students' knowledge than in traditional classes". For instance, video film can provide rich and vivid teaching resources to train students' speaking ability. Students can be exposed to the authentic language and imitate the way of speaking, including pronunciation, speed and intonation. Other speaking activities can be performed around characters, plots, themes, ideas, concepts and even culture to develop students' ability English.

METHOD

This research was descriptive qualitative through cased study Approach. It was conducted at state junior high School in Wakatobi. The subjects of this research were English Teacher, Students' Parent, and Students in Junior High School. The data gotten was analyzed through Miles and Hubermen theory in three steps were data reduction, data display, and conclusion (drawing/verification).

FINDING AND DISCUSSIONS
Finding
1. The Percentage Analysis About the Students' Achievement in Learning English by Using Multimedia

The following description was about the students' achievement of the second grade in academic year 2022/2023 at SMP Negeri 2 Kaledupa in learning English by using multimedia on tests of multiple choices it was viewed from the following table.

Table 1. The result of research data about the students' achievement in learning English by using multimedia at the second grade student of SMP Negeri 2 Kaledupa.

No	Score (X)	Frequency (F)	F (X)	Percentage%
1	96	3	288	9.6
2	92	7	644	22.5
3	88	5	440	16.1
4	84	7	588	22.5
5	82	5	410	16.1
6	72	2	144	6.4
7	64	2	128	6.4
	Total	N= 31	FX= 2642	100

Based on the above table, it indicated that the students' achievement of the second grade students at SMP Negeri 2 Kaledupa by using multimedia on test spread from 64 (6.4%) as the lowest score, and 96 (9.6%) as the highest score. From such spread of scores, it was obtained that the mean score was 85.22, modus was about 92 and 84 and median was 7.

2. The Category about the Students' Achievement in Learning English by Using multimedia

After discussing the percentage analysis about the students' achievement in learning English, the following was discussing about the division category as displayed in the following tables.

Table 2. The students' achievement category of the second grade student at SMP Negeri 2 Kaledupa in learning English:

No	Interval Values	Category	Frequency	Percentage
1	91-100	Very high	10	32.25
2	81-90	High	17	54.83
3	70-80	Moderate	2	6.45
4	<70	Low	2	6.45
Total			31	100

Based on the above table, it indicated that the students' achievement at SMP Negeri 2 Kaledupa in academic year 2022/2024 in learning English by using multimedia as follows: 10 students or it was about 32.25% who had *very high* category, 17 students or it was about 54.83% who had *high* category, 2 students or it was about 6.45% who had *moderate* category, and finally there were 2 students or it was about 6.4% who had *low* category. For that reasons, the number of the biggest students' achievement category of the second grade students at SMP Negeri 2 Kaledupa in learning English in 81-90, that is about 17 students or it was about 54.83%. From such as number, it can be concluded that the students' achievement of the second grade students at SMP Negeri 2 Kaledupa in learning English by using multimedia was *high* category.

3. The Result of Data Collection Through Questionnaire for Students

The following description was about the students' Motivation of the second grade in academic year 2022/2023 at SMP Negeri 2 Kaledupa in learning English by using multimedia.

Table 3. The students' research about the familiar of computer/laptop and television to students in their houses. (The Question: Are there facilities of computer / laptop and television in your house?)

No	Statement	Frequency	Percentage
1	Yes, there are	17	54,83
2	Only computer	0	0
3	Only television	13	41,93
4	Have broken	1	3,22
5	No, there are not	0	0
	∑	N=31	100

Based on the table or chart above, can be analyzed that 31 students or it was 54.83% had computer/laptop and television, there was none only computer that students had, 13 students had only television or it was about 41,93%, and then 1 students or had computer or television but had broken or it was about 3,22%, and finally there was none of students that did not have computer/laptop or computer in their houses. It can be conclude that the second grade students of SMP Negeri 2 Kaledupa had familiar of computer/laptop and television with 54.83% and 41.93% only television.

Table 4. The students' reaction about interacting with computer. (The Question: Do you like interacting with the computer?)

No	Statement	Frequency	Percentage
1	Very like	13	41.93
2	Like	16	51.61
3	Ordinary	2	6.45
4	Less like	0	0
5	Dislike	0	0
	∑	N=31	100

Based on the table or chart above can be analyzed that 13 students or it was about 41.93% very like interacting with computer, 16 students or it was about 51.61% like interacting with computer, 2 students or it was about 6.45% ordinary to like interacting with computer, there was none of students less like interacting with computer, and finally there was none of students dislike interacting with computer. It can be concluded that the second grade students of SMP Negeri 2 Kaledupa like interacting with computer.

Table 5. The students' reaction about watching the film or animation video in English. (The Question: Do you like watching the film or animation video in English?)

No	Statement	Frequency	Percentage
1	Very like	7	22.58
2	Like	19	61.29
3	Ordinary	2	6.45
4	Less like	3	9.67
5	Dislike	0	0
	∑	N=31	100

Based on the table or chart above can be analyzed that 7 students or it was about 22.58% very like watching the animation film or animation video in English, 19 students or it was about 61.29% like watching the animation film or animation video in English, 2 students or it was about 6.45% ordinary like watching the animation film or animation video in English, 3 students or it was about 9.67% less like watching the film or animation video in English, and finally there was none of students dislike watching the animation film or animation video

in English. It can be concluded that the second grade students of SMP Negeri 2 Kaledupa like watching the animation film or animation video in English English.

Table 6. The students' reaction about how often they watch animation film or animation video in English. (The Question: How often do you watch animation film or animation video?

No	Statement	Frequency	Percentage
1	Very often	2	6.45
2	Often	18	58.06
3	Seldom	8	25.8
4	Not often	3	9.67
5	Never at all	0	0
	∑	N=31	100

Based on table or chart above can be analyzed that 2 students or it was about 6.45% very often watching animation film or animation video in English, 18 students or it was about 58.6% often watching animation film or animation video in English, there was none of students often watching animation film or animation video in English, finally there was none of students never at all watching animation film or video animation. It can be concluded that the second grade students of SMP Negeri 2 Kaledupa often watch the animation film or animation video.

Table 7. The students' reaction about students like English subject. (The Question: Do you like English subject?)

No	Statement	Frequency	Percentage
1	Very like	5	16.12
2	Like	18	58.06
3	Ordinary	4	12.9
4	Less like	4	12.9
5	Dislike	0	0
	∑	N=31	100

Based on table or chart above can be analyzed that 5 students or it was about 16.12% very like English, 18 students or it was about 58.06% like English subject, 4 students or it was about 12.9% ordinary like English, 4 students or it was about 12.9% less like English, finally there was none of students dislike English. It can be concluded that the second grade students of SMP Negeri 2 like English.

Table 8. The students' reaction about how difficult of English subject. (The Question: How is English subject difficult for you?)

No	Statement	Frequency	Percentage
1	Very easy	1	3.22
2	Easy	8	25.8
3	Ordinary	18	58.06
4	Difficult	4	12.9
5	Very difficult	0	0
	∑	N=31	100

Based on table or chart above can be analyzed that there was none students very easy of English subject, 8 students or it was 25.8% easy of English subject, 18 students or 58.06% ordinary of English subject, 4 students or it was 12.9% difficult of English subject, and there was none of students very difficult of English subject. It can be concluded that the second grade students of SMP Negeri 2 Kaledupa ordinary of English subject.

Table 9. The students' reaction about the kind of media that they like. (The Question: In learning English, what kind of media do you like?)

No	Statement	Frequency	Percentage
1	Computer in multimedia	20	64.51
2	Games	6	19.35
3	Reading book	4	12.9
4	Picture	1	3.22
5	Others	0	0
	∑	N=31	100

Based on table or chart above can be analyzed that 20 students or it was about 64.51% computer in multimedia as media in learning English that students like, 6 students or it was about 19.35% games as media in learning English that students like, 4 students or it was 12.9% reading book as media in learning English that students like. 1 students or it was about 3.22% picture as media in learning English that students like. Finally, there was none of students chose others as media in learning English that students like. It can be concluded that the second grade students of SMP Negeri 2 Kaledupa better like computer in multimedia as media in learning English.

Table 10. The students' reaction about students' interesting in learning English by using multimedia. Is multimedia interesting for you in learning English?

No	Statement	Frequency	Percentage
1	Very interesting	19	61.29
2	Interesting	12	38.70
3	Ordinary	0	0
4	Less interesting	0	0
5	Not interesting	0	0
	∑	N=31	100

Based on table or chart above can be analyzed that 19 students or it was about 61.29% very interesting of multimedia in learning English 12 students or it was about 38.7% interesting of multimedia in learning English. There was none of students ordinary of multimedia in learning English. There was none of students less interesting of multimedia in learning English. Finally, There was none of students not interesting of multimedia in learning English. It can be concluded that the second grade students of SMP Negeri 2 Kaledupa was very interesting in learning English by using multimedia.

Table 11. The students' reaction about the showing of multimedia that students want in learning English by using multimedia. (the Question: What showing of multimedia do you better like when you are learning English by using multimedia?)

No	Statement	Frequency	Percentage
1	Picture	8	25.80
2	Animation	18	58.06
3	Video	1	3.22
4	Text	4	12.9
5	Sound	0	0
	∑	N=31	100

Based on table or chart above can be analyzed that 8 students or it was about 25.80% of picture showing of multimedia that students want, 18 students or it was 58.06% of animation showing of multimedia that students want., 1 student or it was about 3.22% of video showing of multimedia that student want, 4 students or it was about 12.9% of text

showing of multimedia that students want, finally, there was none of students chose sound as the showing of multimedia that students want. It can be concluded that the second grade students of SMP Negeri 2 Keledupa better like to choose animation as the showing of multimedia when they are learning English by using multimedia.

Table 12. The students' response in learning English by using multimedia.
- How response do you have in learning English by using multimedia?

No	Statement	Frequency	Percentage
1	Very respond	14	45.16
2	Respond	16	51.61
3	Ordinary	1	3.22
4	Less respond	0	0
5	Not respond	0	0
	∑	N=31	100

Based on table or chart above can be analyzed that 14 students or it was about 45.61% of very respond in learning English by using multimedia, 16 students or it was about 51.61% of respond in learning English by using multimedia, 1 student or it was about 3.22% of ordinary in learning English by using multimedia, there was none of students less respond in learning English by using multimedia, and finally there was none of students not respond in learning English. It can be concluded that the second grade students of SMP Negeri 2 Kaledupa respond in learning English by using multimedia.

Discussion

According to the result of students' score of multiple choices At SMP Negeri 2 Kaledupa that 3 students or it was about 9,6% obtained the score of 96, there were 7 students or it was about 22,5% obtained score of 88, 5 students or it was about 16.1% obtained the score of 88, 7 students or it was about 22.5% obtained the score of 84, 5 students or it was about 16% obtained the score of 80, 2 students or it was about 6,4% obtained the score of 64. It can be indicated that the students' achievement in seriously and understanding the material at SMP Negeri 2 Kaledupa as follows: 10 students or it was about 32.20% who had *very high* category, 17 students or it was about 54.83% who had *high* category, 2 students or it was about 6.45% who had *moderate* category, and finally there were 2 students or it was about 6.4% who had *low* category. For that reasons, the number of the biggest students' achievement category of the second grade students at SMP Negeri 2 Keledupa in learning English in 81-90, that is about 17 students or it was about 54.83%. From such as number, it can be concluded that the students' achievement of the second grade students at SMP Negeri 2 Kaledupa in learning English by using multimedia was *high* category, it is supported by Thomas, Place & Hillyard (2008) clarified that "In multimedia classes, more chances are available to activate students' knowledge than in traditional classes". For instance, video film can provide rich and vivid teaching resources to train students' speaking ability. Students can be exposed to the authentic language and imitate the way of speaking, including pronunciation, speed and intonation. Other speaking activities can be performed around characters, plots, themes, ideas, concepts and even culture to develop students' ability English.

According to the result of students' questionnaires at SMP Negeri 2 Kaledupa that assessed the students' response in learning English by using the main score *was 80.39 that categorized that the students had good responds toward the using of multimedia*, it supported by As Zhang (2006:111) that "Through multimedia and network technology we can offer students not only rich sources of authentic learning materials, but also an attractive and a friendly interface, vivid pictures and pleasant sounds, which to a large extent overcomes the lack of authentic language environment and arouses students' interest in learning

English". In addition, multimedia teaching is also flexible. It is obvious that the context can be created not only in the classroom, but also after class.

CONCLUSION

Based on the result of the research in the previous chapter, the writer can conclude that the description about students' achievement in learning English by using multimedia at the second grade students of SMP Negeri 2 Kaledupa indicated that the students' achievement of the second grade at SMP Negeri 2 Kaledupa in learning English by using multimedia on tests of multiple choice was 85.22, from such number, it can be concluded that the students' achievement of the second grade at SMP Negeri 2 Kaledupa by using multimedia was in high category. And *the students responds in learning English by using multimedia was 80.39 that categorized that the students had good responds toward the using of multimedia*.

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