

## THE USE OF MULTIMEDIA IN ENGLISH LANGUAGE TEACHING: A CASE STUDY AT STATE JUNIOR HIGH SCHOOL 16 OF PALEMBANG

Muhammad Ali

PGRI University of Palembang

akila62@gmail.com

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**ABSTRACT:** This study entitled the used of Multimedia in English Language Teaching (a case study at State Junior High School 16 of Palembang) is intended to figure out how the use of Multimedia in English language teaching to the first levels. Learning to read any language is a complex process that depends initially on multiple decoding skills. Once children are able to master decoding skills, the influence of other variables in the reading progress is more noticeable. 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. The study employed case study research design. The used of multimedia in English language teaching. There are some variable which observe by the researcher, there are: Computer, Internet, Print text, and Movie. According to the students' competencies, the teacher builds 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. By 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.

**Keywords:** *English language, multimedia, teaching*

There are many ways to spark students' interest in foreign language learning. For example, teachers can use multimedia to engage students in learning, and create different teaching procedures, atmospheres, conditions, and homework designs to get different students interested. All of these methods work to improve the efficiency of English instruction and help students learn more effectively (Gilakjani, 2012).

In learning a foreign language, using appropriate teaching methods can help students achieve better results. For English learners, this can be especially challenging, as they are likely to encounter many hurdles while learning the language. Some of the problems are for example when teachers use English language too much during teaching

process, students do not take their study seriously in the classroom and also the students should be free from anxiety when learning English.

When it comes to learning English, interest is certainly important, but so is the motivation of the students. Research shows that when people are motivated to learn, they are more likely to stay engaged in the process. This is especially important when it comes to learning a new language – without enough motivation, people can lose interest and struggle to progress. According to Boonkit (2010), the key to a successful learning process is motivation. This can be interpreted as an effort to encourage someone to do something, or the driving force behind the subject matter to perform an action in pursuit of a goal. This motivation can help students succeed in their English skills.

The concept of multimedia refers to the use of various digital media types in order to create a cohesive whole. Every element of the media has its own advantages and weaknesses, and these are used to create a more effective message. For example, audio can help to explain something in detail, while video can help to visualize the information.

In a study conducted by Sivapalan, Wan Fatimah Ahmad & Nur Khairun Ishak (2009), audio and visual aids can be helpful in enhancing students' interest in learning language. Teachers can use media to help them achieve their teaching goals, by improving their use of audio and visual aids throughout the 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). Teachers can use various media to get their students interested in learning English. One way to do this is by using multimedia to teach.

In today's era, there are many different ways that teachers can use to help their students learn. Some examples include using software and multimedia to help support the learning process, and improving students' understanding of a language. These presentation systems are very exciting and draw students' attention during English-language learning. They make the learning process more enjoyable and help students stay focused on the material (Acha, 2009). Teacher can use multimedia to help support student learning and help increase 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.

The problem of the study that the researcher considers important to be searched “What kinds of Multimedia in English Language Teaching (a case study at State Junior High School 16 of Palembang)”. There are some objectives of this study that the writer wants to know: The kinds of Multimedia in English Language Teaching (a case study at State Junior High School 16 of Palembang). 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 in English Language Teaching (a case study at State Junior High School 16 of Palembang).

## **LITERATURE REVIEW**

Multimedia has been considered as a tool to support the learning process and enhance students’ interest in learning. According to 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 (Gardner, 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. Hofsteker (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.

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 is 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 studies discussed present evidence of the possible effects adopting multimedia may have in learning, including in the study of reading, speaking, listening, writing and vocabulary instruction. However, each has different targets in terms of the population studied, the developmental age of the population and their academic needs. The need to explore in more detail the use of multimedia in vocabulary learning for both L1 and ESL learners is clear. Furthermore, none of these studies significantly explores the use of these technologies by the student in the construction of meaning and the effect this active role might have in long-term vocabulary recollection. Nonetheless, the integration of these technological tools must go hand in hand with the existing theories about reading development, vocabulary acquisition and reading comprehension in L1 and ESL learners. The following section provides a general understanding of the development process of reading, vocabulary learning, and reading comprehension, in an attempt to better understand the scope of learning ESL for Spanish speakers and how to integrate multimedia technologies to enhance this process. Pedagogical practices and other studies with ESL learners will be presented.

## **METHOD**

Case study research is excellent at helping us understand complex issues or objects, and can also add strength to what is already known through previous research by providing real people in real situations. A case study is a specific example of how a general principle can be applied. It is often used to illustrate the effects of a particular situation on a group of people. 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 state junior high school 16 of Palembang.

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## FINDINGS AND DISCUSSION

The study found that there are many different types of visual and audiovisual media available, and that teachers can find what works best for their students. The study aimed to investigate different types of multimedia used by high school teachers in English language classrooms, and to see if there are any benefits to using them. According to the findings, high school teachers use visual and audiovisual media in their classrooms. Visual media include presentations, pictures, and graphs, while audiovisual media include videos, audio recordings, and online resources. The most common benefit cited by high school teachers is that visual and audiovisual media help students learn. Other benefits include improved communication and collaboration, and increased engagement in the classroom. 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 visual aids used in the learning process that can be enjoyed through the eyes are a valuable tool for teachers of young learners. In this private Islamic high school, all four of the participants admitted that their teachers use visual media to help them learn English. Among the visual media used was multimedia. 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 used 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”.

According to the study, the types of multimedia used by teachers were mostly visual, namely Powerpoint and pictures. In English language teaching, teachers may use various types of multimedia in the classroom, one of them is visual media. According to Acha (2009), the use of visual media in classrooms can be a powerful tool for teaching English. For example, creative presentations that are used in the classroom can be very exciting and can draw students in more strongly.

**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.

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 pertain to what value a chosen activity can lead to, for

example; physical activity (exercise), education (gaining knowledge and skill), pursuing a career, etc.

## CONCLUSION

Teaching with multimedia can be a great way to keep students engaged and interested in class, but it must be done in a way that your teacher thinks the students are not really paying attention, are getting bored, and have no interest in what's going on. Based on this, using different types of multimedia can help students learn more effectively.

In conclusion, some students may find that multimedia is helpful for learning, as long as the lessons are enjoyable and interesting. However, if the lessons don't take advantage of multimedia in a way that is helpful, it may be difficult for the student to apply it effectively.

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