

The use of multimedia in English language teaching to support English teaching practice

Bob Rachman¹, Intan Pradita²

Universitas Islam Indonesia, Yogyakarta, Indonesia

Corresponding author

bobrachman27@gmail.com

Abstract

This study was implemented in private Islamic secondary school in Yogyakarta. This study aims to support student motivation in studying English with multimedia as the assistance. The use of multimedia such as pictures, videos, and games are expected to create an active atmosphere of learning and teaching. This practice was conducted for four times and the result show that students were very engage while studying English and the class atmosphere become more fun and less monotone. How is the use of multimedia mediates activity to teach formal invitation in a private Islamic Secondary School? I learned that students demonstrated better learning engagement during the lesson. In addition, it also encourage the students to be more creative and active.

Key Words: *Multimedia: Learning Media: Teaching English*

INTRODUCTION

Common problems in teaching and learning activities that I observed during my internship program was teachers' dependency in textbook without trying to develop it. Mayer (2005) suggested that one of the ways to motivate students' learning was through using multimedia. Nowadays, one of the popular methods is designing English learning is using multimedia program by using computer to make English material presentations such as Listening, Speaking, Reading and Writing. (Farani, 2012).

A practical gap was found during my internship program. It was that the teachers tend to be less effortful in developing materials. Many teachers seemed to prefer teaching English traditionally, such as working some worksheets, discussing the results, and evaluating. Rarely did the teachers develop the materials in the textbook into a visual or audiovisual activities. However, the students seemed to be happy with this practice because they use brainly.com to help them answering the worksheets in the textbook.

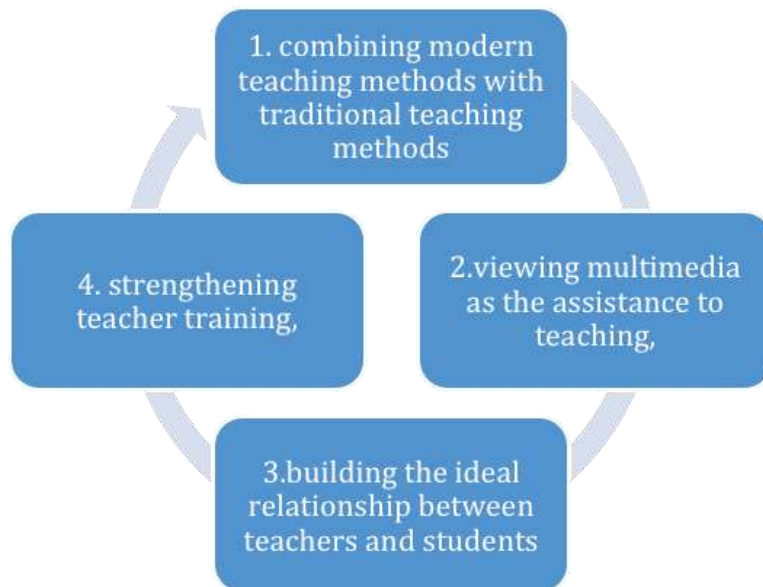
Moreover, on the classroom observation I found that the students were interested to try to be engaged in the classroom. I classified them as kinesthetic students because they perform better in practical tasks. The students were not too interested while learning only using a book as the media, as what I have observed in the class, students engagement was increasing when the teacher use powerpoint, photo, video and music as the media of learning. It helped me to prepare the lesson plan for my teaching practice which would be suitable for my students. However before making lesson plan I had coaching session with my supervising teacher and gave me the topic based on the syllabi. To fill this practical gap, i developed materials from the given textbook by using multimedia.

In the previous study conducted by Mayer (2005), he defines multimedia learning into three parts, multimedia, multimedia learning, and multimedia instruction. He defined multimedia as the representation of both words, such as spoken text or printed text; and pictures, such as illustration, photos, animations or video. Multimedia learning occurs when a learner builds a mental representation from words and pictures that have been presented. There were three types of learning environment according to Mayer (2005), those were book based and computer

based environment. If we tried to include a book-based environment during the teaching learning process, it should consist of text and illustrations. Whereas, if we had a computer based environment, it should consist of narration and animation. The last one was a virtual game environment that should consist of interactive speech and animated microworlds. Thus, in using multimedia as instructional tools, teachers should involve three environments above in order to promote learning so as the students become more engaged.

The principles of employing multimedia environments apparently need effective strategies. Zhen (2016) explores the strategies for using multimedia into four parts. The steps were presented in the figure below:

Figure 1. Strategies for Using Multimedia



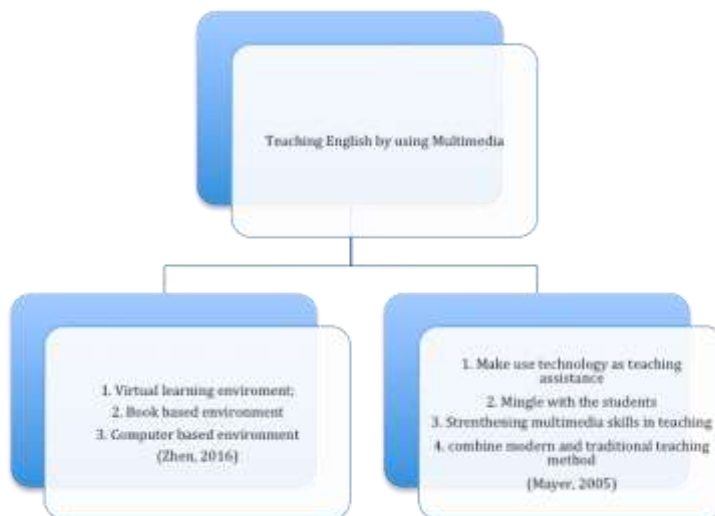
Combining textbook or workbook with multimedia can be done by providing immediate feedback of the learner's response. Moreover, if the teacher would like to viewing multimedia as the assistance to teaching, could be done by keep being the central role of teaching process. Instead of letting technology taking over the class, technology should be functioned as only the tools to assist teachers. In building the ideal relationship between teachers and students, the role of teachers has evolved, moving from being the holder of knowledge to being facilitator. Thus, learners could take advantage of the true potential of multimedia as learning tools. The last one was if teachers would like to use multimedia, they should be willing to strengthen their competence by attending teacher training. This was due to using multimedia seemed to be challenging for teachers because of heavy preparation work and increasing workload.

Previous studies that employed Mayer's and Zhen's strategies of multimedia use were Zhu (2012) and Farani (2012). Zhu (2012) found that the purpose of using multimedia was to make a good service and optimize the teaching, because multimedia was more powerful rather than traditional teaching in terms of adding values in providing sound, image, color and shape. These modern factors made multimedia teaching more vivid, active and infective. Multimedia as the assistance of teaching could train learners' abilities of gathering, analyzing, disposing and applying to the information they need. Multimedia was proven to be an effective way to train these capabilities.

Similarly, Farani (2012) found that nowadays the application of learning has appeared in several learning methods and media. One of popular media today was instructional media by using computers, many educators designed English material in

certain computer software or games, for example teachers use Kahoot as one of the learning tools. It was a good opportunity to collaborate on the learning process and technology to learn English better. Farani (2012) had implemented Mayer's strategies of using multimedia in developing materials in activities. She used virtual learning environment by using Kahoot as online games. She also used power point as the computer based learning environment, and the textbook that she used represented the book-based environment.

From the construct review above, I decided to synthesize Mayer's (2005) and Zhen's (2016) as my teaching practice. It was implemented in the figure below: (Figure 2 Construct)



METHOD

This is a best practice study that is based on reflective practice. A reflective practice that is based on Dewey's critical thinking theory as proposed in 1993. He mentioned that reflective

activity can be in the form of situation when people find themselves to be confronted with a given or present situation that might come in sudden. Thus, it is necessary to be listening and observing around, to reveal that indeed there are some absence in the implementation of a plan (Dewey, 1993). This research included series of data collection such as teaching documentation and reflective diary. The data were then analyzed by using thematic analysis (Braun & Clark, 2006).

RESULTS AND DISCUSSION

In this section, researcher describe steps of learning activities and the implementations of multimedia learning such as photos, videos, and games.

Activity 1

Computer-based environment

Mingle with the students

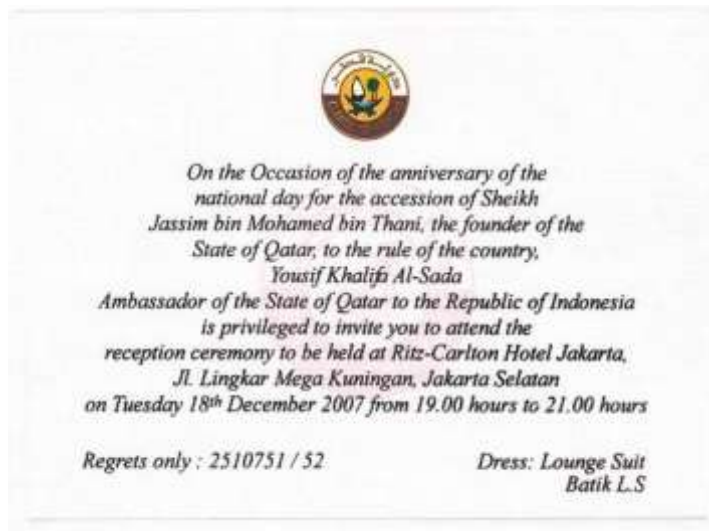


Image 1. Example of invitation text

Source : https://google.com/Images/QatarEmb_Indonesia
invitation letter

In this activity the purpose was to strengthen students comprehension, I used several photos that related to the topics of the lesson which is Formal Invitation, I displayed the picture by using powerpoint and showed it in front of the classroom to the students. I used to ask several students about what they see from the pictures and ask them about the purposes, this way was order to build the ideal relationship between teachers and students which is similar to the strategies as suggested by Zhen (2016). It made the students communicate with teachers and also the their classmates, on the other hands it also help to increased students engagements in learning activities.

Activities :

1. The teacher showed the picture above to the students, then students have to analyzed the picture, and what the picture talk about.
2. The teacher asked several students about the picture, what is the purposes of the text in the picture.
3. The teacher described the purposes of the text in the picture to the students, and explained the lessons of the day.

The students are active and engaged, it helped students communicate with their friends and discussed the purpose of the picture. This activity increased students engagement with the learning activity.

Activity 2

Computer-based learning environment
Technology as teaching assistance
Combining traditional and modern technology

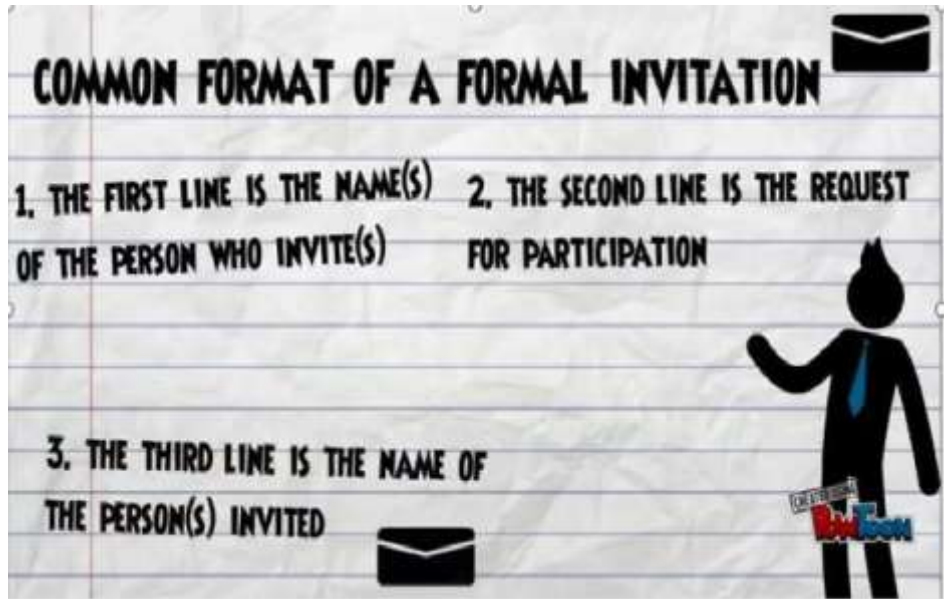


Image 2. Example of formal invitation

In this activity the students are invited to watch a video, I used a video and the source was from powtoon, the video describe about Formal Invitation. The purpose of this activity was to help the students on how to asking and receiving a formal invitation, how to write a formal invitation. Then I asked several students which they have to duplicate the conversation from the video and practice it in front of their classmates.

This media of learning help students more focus about what are the lessons about, in the other hand this media increases students engagement in learning activities. It is very similar as suggested by Zhen (2016). This way was order in viewing multimedia as the assistance to teaching, the use of multimedia

technology aims to improve teaching, but teaching is not intended in multimedia.

Activity 3

In this activity, students are expected to understand the lessons of the day which is about “Formal Invitation”. I gave the students several tasks by using Kahoot! about formal invitation, one of the exercises was, re-arrange an invitation card sentence into a good structure of formal invitation, this activity helped students to know the systematically of a good formal invitation letter. The sample letter was presented in image 3 below:

Pahlawan Street no. 99 South Teluk Betung
Bandar Lampung, Lampung
34165

Bandar Lampung, April 1st, 2016

Heru Susanto, S.Kom
Maju Terus, Ltd
Soedirman Street no. 56 South Jakarta
Jakarta, Indonesia
12000

Dear Mr. Heru Susanto, S.Kom,

To celebrate the third anniversary of our company, through this letter we invite all managers of Maju Terus, Ltd to attend the last preparation meeting which will be held on:

Day/date : Saturday/ 30th April 2016
Hours : 9 A.M – end
Venue : SHERATON Convention Hall

We hope that you will be able to come because we will take the final decision of our program. Thanks for your nice attention.

Image 3. Example of Formal Invitation
source <https://brainly.co.id/tugas/12610186>

When the students worked with their task, students were very active and enthusiastic to complete the task that I gave, it was showed by their expressions that asking each other about the correct arrangement of a formal invitation. In this case I implemented Zhen's (2016) and Mayer's (2005) theory in using virtual learning environment and combining traditional teaching with modern technology.

CONCLUSION

From the activities that I implemented during my internship program, I reflected that the most practices I did to use multimedia in developing textbook materials were transferring the materials from textbooks into either computer based or virtual based learning environment. The activities that I build had been empirically proven. Thus, the practices made the students to be more engaging to the activities rather than choosing brainly. In other words, using multimedia could accommodate kinesthetic students to keep active and contribute during the learning process. The atmosphere in the class became more fun and less monotone. The limitation of this practice were in terms of setting. Most of the students were equipped with mobile phone. Thus this practice tend to work effectively. This practice was also conducted four times, thus there were some strategies that had not been implemented. As a suggestion for further practices, more frequent teaching with multimedia could be conducted.

REFERENCES

- Braun, V., & Clarke, V. (2006). Using Thematic Analysis in Psychology. *Qualitative research in Psychology*, 3(2), 77-101.
- Dewey, J. (1933). *How We Think* New York: DC Heath. Classic and Highly Influential Discussion of Thinking.

Farani, R. (2012). Learning Theories in Instructional Multimedia for Learning English. *Journal of English and Education*. Vol.6 No.2

Mayer, R. E. (2005). *Multimedia Learning*. New York: Cambridge University Press.

Zhen, Z. (2016). The Use of Multimedia in English Teaching. *US-China Foreign Language*, 182-189.

Zhu, Y. (2012). Principles and Methods in Teaching English. *Advances in Computer Science and Education*, 135-139.