

THE IMPLEMENTATION OF MULTIMEDIA IN THE TEACHING AND LEARNING PROCESS OF ENGLISH AT SMPN 14 BANJARMASIN

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Abstract

This research was aimed to explain the implementation of computer and LCD as multimedia and the response of the students on the implementation of computer and LCD as multimedia in the teaching and learning process of English at SMP Negeri 14 Banjarmasin school year 2015/2016. This research was a descriptive case study with a qualitative research design. The subjects of the research are two English teachers who were teaching in the seventh grade, the principal, and the students of the seventh grades from seven classes in similar level. The findings revealed that the implementation of multimedia in SMP Negeri 14 Banjarmasin was about 3 years. This school had Multimedia Room so the English teachers and students can use it based on the schedule prepared. Therefore, the implementation of multimedia as a tool to help the teacher and students in reaching the goals of learning followed some steps such as: Preparation, Implementation, and Follow-up. In implementing computer and LCD as multimedia, the English teachers used Media Player Classic, Power Point, and Internet in Multimedia Room. So, the implementation of computer and LCD as multimedia made the teaching and learning process was easy for all, not just for the teacher but also for students because computer and LCD was one of several things that truly support the teaching and learning process.

Keywords: Implementation, Multimedia, the Teaching and Learning Process of English

INTRODUCTION

In learning process, there are two important elements they are a method of teaching and teaching media. Both of these elements are interrelated, the selection of one particular teaching method will affect the type of appropriate media in teaching however, there are various other aspects that must be considered in choosing the media, among others, the purpose of teaching, types of tasks and the expected response after teaching students. Nevertheless it can be said that one of the main functions of teaching media is as a teaching aid that also affect the climate, the conditions, and the learning environment organized and created by teachers.

Media is a tool or device (it can be material or condition). They are much needed in the process of teaching and learning if the material which is delivered by the teacher is something strange for students. If the instructional multimedia is selected, developed and used appropriately and properly, it will provide enormous benefits for teachers and students.

So, the use of appropriate learning media can increase students' motivation and achievement.

Nowadays, the learning system is very different with the learning system many years ago which looks very traditional. The components to support the teaching and learning process in the class are also completed by various tools of technology. They are created from the simplest media until media which use electronic tools. Therefore, there are many learning media which are created to support and facilitate the teaching and learning process of teacher and students even for classical, individual, or group learning. The primary objective of using technology in the system of learning is to make easy and effective teaching and learning process to be better than before in future time and condition. So, the implementation of technology in the class may offer a solution to complete technology which is implanted in order to give more guarantee of the effectiveness in increasing the quality teaching and learning in the school.

In addition, based on the rule of Ministry of National Education in Indonesia No. 16 year of

2007 the Academic Qualification Standard and Competence of Teacher include teacher's pedagogic competence to use the information and communication technology in teaching (Permendiknas, 2007:9). So, it can be said that a teacher has to be able to use technology to communicate in developing himself and using technology in teaching and learning process in the class.

SMP Negeri 14 Banjarmasin is one of public junior high schools in Banjarmasin which serve good facilities to study. The objective of this school is how to teach students to become students who have ability to advance the nation. This is because the school is one of the public educational institutions which are designed for teaching students.

Starting from the above phenomena, the researcher considers that it is important to conduct a research to know the implementation of multimedia in teaching and learning process of English subject. It will give specific information about the implementation of multimedia in teaching and learning process of English subject in descriptive form. The research is untitled "The Implementation of Multimedia in the Teaching and Learning Process of English at SMP Negeri 14 Banjarmasin School Year 2015/2016".

The combination concept to create a multimedia requires some kinds of hardware equipment, each of which still carry out its primary function as usual, and the computer is controlling the whole thing. It is a kind of computer equipment, video cameras, video cassette recorder (VCR), and overhead projector, multivision, CD player, compact disc, CD player, which was previously an additional equipment (external peripherals) computer, now has become part of a particular computer unit. All of the equipment must be compact and work together to convey information to the user (Arsyad, 1997:171). The type of multimedia consists of linear multimedia and interactive multimedia.

Linear multimedia is a multimedia that is not equipped with any controller that can be operated by the user. Multimedia is running sequential, for example: TV and movies. While

an interactive multimedia is a multimedia equipped with a controller that can operate by the user, so the user can select what is desired for further processing. The example of interactive multimedia is interactive multimedia learning, gaming applications.

Interactive multimedia can be used in learning activities because it is quite effectively improve the students' learning outcomes. The use of interactive multimedia suited to teach a process or stages, for example, the process of making a cup of coffee, writing job application, joining in speech competition, asking some expression in English, and writing a paragraph.

Therefore, to achieve the goal of education requires a variety of tools and methods. Educational tools are more concrete and more influence on the process of implementation of education. Now, other terms of educational tools are the medium of education Audio Visual Ads (AVA), educational facilities and so on. Educational tools that are directly used to deliver of educational material should be more engage the senses of students to educational tools.

The use of multimedia that will be described in this research makes use of hardware such as computer and LCD, and then the software from both of computer and LCD are power point, 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.

RESEARCH METHODS

The researcher used descriptive qualitative research study. The objective of this descriptive study was to make a description, systematic view, factual and accurate facts, and the relation of characteristic between phenomena which is investigated. Generally, descriptive study was done with the primary objective to describe

facts and the characteristic of an object or subject systematically.

This study was called as a case study because it attempted to provide a description of what was going on in a particular setting. The design was applied as an approach to identify and describe the phenomena happening in a particular natural setting. The study was conducted in accordance with the research objectives, which was, to give an objective description of the implementation of computer and LCD as multimedia in the teaching and learning process of English at SMP Negeri 14 Banjarmasin. To achieve this objective, the researcher conducted a thorough observation on the English teaching and learning process that the teachers done in Multimedia Room. The researcher collected the data by studying the teachers' written document and observing all events that happens naturally in the classroom.

RESULT AND DISCUSSION

This school served Multimedia Room for teaching English and Indonesian Language. In this room, was available such as computer, LCD, and hotspot for internet which could use as the classroom to teach students by using technology. So, the English teachers were able to use them as multimedia to support the teaching and learning process in the class. This school also made the schedule of using Multimedia Room, so each class had similar opportunity to use it. Therefore, the English teachers did not have to bring the multimedia and tools to the class, just inviting the students to move from their class to Multimedia Room when they got the chance to use instructional multimedia in the teaching and learning process.

There were some findings of computer and LCD as multimedia in the teaching and learning process of English at SMP Negeri 14 Banjarmasin.

1. The findings of implementation of computer and LCD as multimedia in the teaching and learning process of English at SMP Negeri 14 Banjarmasin included:
 - a. Preparation

Preparation was done before all the desired begins. There were many things that must be considered when someone was at this preparatory stage. It also happened with the use of multimedia in English learning materials. The researcher obtained the data by observations and interviews method that researcher used, the data source were teaching and learning process of English in the class and Teacher A and Teacher B as the English teachers of seventh grade class at SMP Negeri 14 Banjarmasin.

Before presenting the material, Teacher A and Teacher B prepared lesson plans which put the computer and LCD as instructional multimedia in the teaching and learning process of English. They also prepared the implementation schedule which was appropriate with the topic and material of learning. It can be seen from they preparation before they used computer and LCD as multimedia.

The preparation such as checking the completeness of tools includes electricity which was available in the Multimedia Room. Other preparations were done by Teacher A and Teacher B were checking the appropriateness of material and multimedia and checking the appropriateness of multimedia with the teaching and learning activities which happened in Multimedia Room. These preparations were done at home before the teacher come to the class to teach the students. They prepared video, song, and power point at home. These were done by Teacher A and Teacher B in order to make the teaching and learning process goes well.

In other words, there were many things that must be in the preparation step before using the multimedia, namely: Preparing lesson plan, selection of materials, setting up the necessary equipment such as relating material, the practicality of computer and LCD itself,

speaker active, and others. Then, teachers also has to prepare themselves in order to be able to use the computer and LCD in Multimedia Room. Teachers learned the materials at home in advance by searching the suitability of the material. This stage aimed to give more smoothness and minimize delays in learning things that were less desirable.

b. Implementation

The next stage regarding to the core stage was implementation. Implementation was the continuation of the preparatory step. By this step, it was known the smoothness and the barriers that exist in the teaching and learning process used multimedia.

In presenting the lesson, firstly Teacher A and Teacher B checked the tools to make the narration or sound of the program is clear to be heard by all of students in the class. They also managed the contrast and brightness of the pictures, text, or video on the screen so it can be seen by the students clearly. Based on the interview, it was done by the teacher in order to make the teaching and learning process goes well. After that, Teacher A and Teacher B asked the students to give their attention to the material that will be learned. They informed to students by giving command loudly. After the students were ready to study, they gave explanation about the material that will be learned in the front of class of Multimedia Room. They also gave apperception to students. And then during the implementation of multimedia, Teacher A and Teacher B monitored the students' activity while they were following the lesson. They also kept the situation of the class still in good atmosphere. They walked around the Multimedia Room and asked students if they had difficulty in learning. When the students had difficulty, they gave more explanation

and other examples to them. In this step, Teacher B also asked other students to seek additional information, so the answers of question not only from him but also came from the students.

The English teachers at seventh grade students of SMP Negeri 14 Banjarmasin in implementing computer and LCD as multimedia used various kinds of software in computer which were projecting through LCD. Both of the English teachers of seventh grade students liked to use video and audio through Media Player Classic software. It supported all common video and audio file formats which are available for playback. By using this software, Teacher A played song, presented film or short movie in sequence, and showed video which serve dialogue with some expressions in English, such as greetings and introduction. They also used Microsoft Office Power Point to present the material such as pictures related to the materials and short explanation about the material. She also used it to present the exercise to students.

In addition, Teacher B used internet to ask the students to look for relevant information about the material while they were in Multimedia Room. It was done by Teacher B because in Multimedia Room was available hotspot area so they were easy to seek more information or as other sources in learning, and so on.

The implementation phase was the step that has been eagerly awaited by the students, especially when they have never felt learning with multimedia. Implementation step applied by the teacher can include several things, depending on the step of preparation that has been designed previously. Then the data that researcher gets in the implementation step includes the invitation of teachers to students to pay attention to the good things which take

place in learning. With the implementation of learning that uses multimedia, it will be known clearly benefits contained, only after the implementation of this step.

c. Follow-up

The next step was the follow-up. Follow-up was the feedback which then was back at the planning step again. In this step, Teacher A and Teacher B gave the exercise to students. For the material that need to be practice, the teacher then asks the students to practice in the class. Teacher A liked to give the exercise in the form of video and audio such as song. She asked the students about the vocabulary, grammar practice, and sometimes used role play. In other hand, teacher B liked to used pictures to ask the students to make a story in reading, question and answer for oral skills based on pictures, and using Internet in Multimedia Room to support the teaching and learning process. Teacher A and Teacher B also gave feedback to students after they doing the exercise. They appreciated the students' work by giving complement to students. In addition, for the material that need more complete reference, Teacher B asked the students to enrich the material from the Internet directly in Multimedia Room for relevant source of learning with the material that they learned.

It illustrated that the follow-up in the implementation was also very important thing. The teacher asked the students to conclude the material that have learned on that day. Tasks, questions and tests are also given, these allowed the teacher to redesign the learning that has been done with multimedia. As for the handling of students who had not reached an understanding, it was a remedial solution.

2. The findings of the response of students on the implementation of computer and LCD as multimedia in the teaching and learning

process of English at SMP Negeri 14 Banjarmasin.

Based on the result of interviews done by the researcher with the students of seventh grade class, then the process of implementation of computer and multimedia in the teaching and learning process of English was known. Most of the students are interested and felt happy with the implementation of multimedia. They admitted that they were easier to understand the material taught by the teacher, they saw directly how to act from the video and heard the pronunciation from native speakers. Some of the students felt that it was still confusing, but after they taught by using multimedia, they gave another opinion. They felt happy, and the implementation of multimedia made the students more optimists, so it was not difficult to bring them new experience to students so that the motivation of students increased than before.

The implementation of multimedia also made the explanation of teacher was clearer without using computer and LCD because the student could see the colorful pictures directly from LCD and heard the audio for practice their pronunciation and grammar clearly. Therefore, the teacher created more effective and efficient teaching and learning process.

In the process of teaching and learning, the presenting of multimedia had a significant role. Because in teaching and learning process, if there was found the obscurity materials which were showed by the teachers, it could be helped by presenting multimedia as intermediary. Complexity of materials that were presented to students could be simplified with the help of multimedia. Multimedia could represent what was not able to say by the teachers through words or certain sentences. Even the material abstraction could be concretized by the presence of multimedia. Thus, students more easily accepted material than without the help of the multimedia.

But it was need to keep in mind that the implementation of multimedia would not be

visible when the implementation of multimedia was not in line with the content of teaching objectives that have been formulated. Therefore, the goal of teaching should be used as the base reference for the use of multimedia. If it was ignored, then multimedia was no longer as a teaching tool, but as an obstacle in achieving learning objectives.

It was assumed that the implementation of multimedia in teaching and learning process can generate desire and new interest, generate motivation and stimulation of learning activities. Multimedia also brought psychological effects on students' use of the instruction's media in the teaching orientation phase. In addition, it greatly helped the effectiveness of the process and delivered learning messages and content at the time. In order to raise the motivation and interests of students, teaching media could also help students improve their comprehension, presenting interesting and reliable data, facilitate the interpretation of data, and condense information.

Then the researcher can conclude that the important significance of the implementation of computer and LCD as multimedia made the teaching and learning process was easy for all, not just for the teacher but also for students. It was because computer and LCD was one of several things that truly support the teaching and learning process. Computer and LCD was also one of the facilities for the teacher in transferring information from the teacher to students.

CONCLUSION

In implementing multimedia, SMP Negeri 14 Banjarmasin served Multimedia Room. In this room, was available such as computer, LCD, and hotspot for internet which could use as the classroom to teach students by using technology. So, the English teachers were able to use them as multimedia to support the teaching and learning process in the class. This school also made the schedule of using Multimedia Room, so each class had similar opportunity to use it. Therefore, the English teachers did not have to bring the multimedia

and tools to the class, just inviting the students to move from their class to Multimedia Room when they got the chance to use instructional multimedia in the teaching and learning process. Therefore, the implementation of multimedia as a tool to help the teacher and students in reaching the goals of learning needs some steps: preparation, implementation, and follow-up step.

In conclusion, the implementation of computer and LCD as multimedia made the teaching and learning process was easy for all, not just for the teacher but also for students. It was because computer and LCD was one of several things that truly support the teaching and learning process. Computer and LCD was also one of the facilities for the teacher in transferring information from the teacher to students.

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