

MULTIMEDIA INTEGRATION IN ENGLISH CLASS

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028

***Abstract** - This study aimed to determine the extent to which multimedia technology can be applied in the process of teaching and learning English and affect student performance. Data obtained from classroom observations and interviews. The analysis shows how the implementation of multimedia or educational applications provides an improvement in the teaching and learning process. The implementation of multimedia particularly educational applications in computer gives students the opportunity to practice using English, as well as increasing students' interest in participating in the classroom activities. In the process of integrating multimedia technologies, the development of the students' skills can be seen. In short, this study shows that the implementation of technology raises a positive impact on students in the learning process in the classroom.*

***Keywords:** technology, computer application, students' participation.*

I. INTRODUCTION

Technology is often seen as a way to improve learning on campuses along with the improvement of the quality of higher education in an increasingly digital world. The current generation of students has grown up with technology, and students are the one of the early adopters of technological advances (Ahmad & Nisa, 2016). Thus it is inspired the researcher to make changes in teaching techniques with the aim of finding solutions to the problem found. Based on the observation done by the researcher, problem found in English class that it is difficult for students to use English in the classroom. It can be seen through the results of students' daily activities and quizzes. Teachers need to motivate the students by attracting their interests and providing teaching material in accordance with the learning style and needs of students. Therefore, the application of technology in the classroom eventually becomes the choice to be applied.

The use of technology in the classroom aims to help students achieve the best learning performance through effective instructional strategies applied in learning materials (Ates, 2012). Besides, integrating technology into the classroom is an approach to develop a better understanding of the basic concepts (Butler-Pascoe,

2009). In addition, previous researches show that the application of technology in the classroom provides many benefits. Coffman (2009) found in his study that technology integration has benefits for student motivation, increasing student involvement in the classroom, increasing student collaboration, increasing learning opportunities, increase student confidence, and can improve skills in the use of technology. In other studies also explained that the application of technology in education can improve students' cognitive skills and abilities (Erişti & Kurt, 2012). In line with the above research, it can be concluded that technology in the world of education has provided changes and influences on the teaching processes.

In this study, the multimedia technologies used are English learning videos, talking dictionary, and computer games downloaded from www.gamestolearnenglish.com. It contains many interactive activities for students to improve their vocabulary. The game uses words and images that must be sorted out and adapted to routines that require students to analyze, distinguish, and make important judgments about speech sounds, word structures, spelling patterns and meanings. Past researches indicated that computer games do improve the students' vocabulary mastery. Khatibi and Cowie (2013) found in their study that interactive computer games can be used in language learning which has shown to have a great impact on the youth of today. Yulianto (2010) also mention that through computer games students in fact did not get bored with the lesson and it improved the students' vocabulary mastery.

In addition, Groff *et al.*(2010) also found that using games and interactive activities to practice vocabulary enhances students' ability to memorize words, stimulate student interaction, and enhances student motivation. Furthermore, Learners will be exposed to formal and informal contexts of learning through the provision of a meaningful context for them to learn vocabulary (Bakar & Nosratirad, 2013). Thus, multimedia technology can help students to enrich their knowledge and make student to be more active. This circumstance is interesting as well as challenging to students. Therefore, by using multimedia technology students can accept the lesson easier and faster in a fun way. Thus, this study aims to improve vocabulary mastery of students of STIKES Yarsi Pontianak. Through this research it

is expected that the results can be used to assist teachers in applying technology in the classroom to help improve students' learning abilities and outcomes.

II. METHOD

To find improvements in the teaching and learning process, it can only be achieved through action and reflection, thus the researcher use classroom action research. According to McNiff & Whitehead(2006) action research is an approach to professional inquiry that allows practitioners to investigate their own practice and evaluate their work. Furthermore, they claim that teachers can develop professional competence and improve student learning through action research (McNiff & Whitehead, 2006).

In addition, Elliot (2013) states that action research is in accordance with the ideas of teachers as managers who evaluate their teaching in terms of their effectiveness in producing desired learning outcomes. By using Classroom Action Research (CAR), this research was conducted to determine the improvement of teaching and learning processes, especially the development of students' vocabulary mastery through the application of computer games. The participants of this study were the fourth semester students of STIKES Yarsi Pontianak. Most of them are true beginners of English. They are ESP students, so they need special competencies to be acquired. Therefore, the materials to learn must be in accordance with the specific language they need. Data was collected from classroom observations and interviews. Furthermore, hopefully the research results can be used to solve problems, improve practices, or help make decisions after the process.

III. FINDINGS AND DISCUSSION

1. FINDINGS

1.1 Student Active Participation in Classroom Activities

There are many problems that occur before students can be actively involved in the learning process in class. Based on observations, in the first cycle, most students were passive during learning activities. Most of them use Bahasa. It was difficult for them to express their ideas in English, due to their limited vocabulary. In addition, the problem that often occurs was the pronunciation and intonation when students were presenting the results of

their group's work. They were still afraid to engage in activities in the class because of fear or shame if they make mistakes.

Although many problems occur, in each cycle, students seemed very enthusiastic as they play the game. Each member can't wait to take a turn to play and find the right match of words and pictures. Each member also did a good job as a team mate. Thus, the game allowed them to remember their vocabulary because of the repetition process. Next, they learned more when they played with words and interact with their friends so they can create communication using that language.

Furthermore, in the last cycle, students showed good interactions between students and teachers or between students with each other. They were involved and actively participate in learning activities. Most of them were no longer shy in practicing dialogue with their friends. They often asked questions about the material and also responded immediately when the teacher asked a few questions. They were no longer busy with their own affairs anymore and did not sit quietly and do nothing. In conclusion, students can take part in class activities and be actively involved in each activity due to their interest in activities carried out in class.

1.2 Increase Student Confidence

The use of multimedia technology in the classroom in the form of educational applications allows teachers to prepare various interesting activities that aim to involve students so that they can get used to use English. Thus the teacher has provided an environment where students will feel comfortable so that they can increase their confidence. In the classroom the teacher provided good feedback and did not blame students if they made mistakes. Interview results showed that when the teaching and learning process took place, the students revealed that they had many opportunities to speak using expressions in English that had been demonstrated by foreigners (native speakers). The expressions given were proven to be able to add to their vocabulary because they were used repeatedly, thus at the end they could

increase their confidence because they could speak well during the learning process.

During class discussions, the teacher also gave sufficient time for students to prepare their work to be presented in front of the class. As a result, it can increase their self-confidence to emphasize it and can support them to participate in class discussions because with good preparation. They became more confident to express themselves and more fluent in speaking. This was the result of their involvement in activities in the classroom that they do repeatedly so that they become accustomed to and more confident. In addition, the example given by the teacher before doing the assignment was ultimately increased their confidence in every discussion and other activities in the class. In conclusion, it can be seen that in the teaching and learning process students were enjoying the process which contributed to boost their confidence.

1.3 Improve Student Ability/Skills

While increasing the involvement of students in the classroom, their vocabulary mastery also increased. The last cycle shows the best results from tests of students whose average score is 84.75. In the first cycle the mean test scores of students were 67.75 and categorized as averages. In the second cycle the mean score of the student test was 75.50 and was categorized quite well. While in the third cycle, the student's average test score was 84.75 and was categorized as a satisfactory result. Improvements can be seen during written or oral tests, students increase their vocabulary mastery, they can understand the meaning, they can use multiple expressions in context, and also they can pronounce it well.

Through each cycle, students' skills that increase significantly was the students' understanding of the meaning of some expressions and words. They understood what they were talking about and they looked confident because they were more fluent in using English in the classroom. Students' ability to understand the meaning of what they say increased with the amount of practice they did in class. Because of their interest in every activity in the

class using technology, it helped students to develop their English language skills. The teaching technique also helped students to learn and engage in a fun learning process. Thus, students showed an improvement in their language skills in each cycle.

2. DISCUSSION

An important finding in this study is the use of multimedia technology or the use of educational applications expands the opportunity for students to practice and use language while stimulating the interest of students to actively participate in classroom activities. Thus, the use of technology provides various learning opportunities that aim to stimulate the use of language for students. These results are in accordance with the opinion of Anderson et al. (2008) which suggests that multimedia technology provide opportunities for students to practice grammar, vocabulary and writing, and motivate and encourage students to interact and communicate in English. In addition, Izzah et al (2014) also proves that the application of technology can improve students' language skills through collaborative learning methods inside and outside the classroom. Thus, using technology in the classroom can enrich student learning experiences.

At present, the application of technology is a valuable tool in improving learning. The finding shows the improvement of students' skills and student confidence in using English. These results are in accordance with the opinions of some experts. Simkova (2014) argue that the application of technology can also provide other benefits in the form of increasing motivation and class dynamics. Besides, according to Groff, Howells, & Cranmer (2010) using technology, such as interactive application and games in the field of education, allows teachers to improve students' skill of English. In addition, Kern (2013) states that computer games turned out to have proven to be a learning aid because it gave students the opportunity to use English vocabulary in authentic activities. In fact, the activities which provide opportunities for students to use technology in a realistic framework is a tool to achieve learning goals and therefore teacher play an important role in preparing students for the

world of work (Ulicsak & Williamson, 2010). Therefore, using technology in teaching is important for teachers to implement it as one of the teaching methods in language learning.

Based on the discussion above, it can be conclude that the use of multimedia technology facilitates the student to get involved in learning process, so it can develop not only motivation but also the aim of learning. It also promotes the student to have enthusiasm in learning. Besides, many educational applications are very easy to use, that is why it helps student to learn fast and effectively. By giving something interesting makes students attentively focused on the process of learning. Because of that situation students are not under pressed by the threatening situation and they will feel free to get involve in learning process. Finally they can get the aim of learning by keeping on learning and giving attention to the lesson.

IV. CONCLUSION

The application of multimedia technology or educational applications in language teaching is an interesting activity that makes it easy for students to get the opportunity to practice foreign languages in a fun way. Using multimedia or computer application in teaching is not only fun and motivating but also provides good practice to improve pronunciation, vocabulary, grammar and four language skills. Furthermore, it is used as a vehicle to engage students in the learning process, explore facts, connect ideas, or help students integrate separate knowledge. Students can learn more as they play with materials and interact with others when they can create a communication in using the language. Thus, using multimedia or computer application in teaching has a great educational value and the writers in many educational books clarify the real importance of involving games in teaching. Therefore, using various interesting applications in language teaching is important for teachers to consider it as one of the methods of teaching English that can be applied in the classroom.

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036

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