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The Effectiveness of Use Multimedia in English Teaching at SMPN 1 Meulaboh

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Abstract-**No one denies the importance of multimedia in the teaching -learning process because it can create a good learning environment for both teachers and students. The concern is how effectively a teacher can use multimedia. Based on the phenomenon, this study aimed to explore the effectiveness of multimedia use in English lessons at SMPN 1 Meulaboh. This study also attempted to examine what factors that caused the need for multimedia use in learning English. The population of this study were all English teachers and students of SMPN 1 Meulaboh. Data collection techniques were interview and questionaire. The results showed that the use of multimedia in learning English at SMP 1 Meulaboh was effective. Factors that caused the need to use multimedia in learning English include; (1).supporting teachers in presenting learning materials, (2).encouraging teachers and students to have good learning environments, (3) Facilitating the teachers in evaluating students' achievement during the teaching-learning process.**

Keywords-Effectiveness, Multimedia, English, Teaching, SMPN 1 Meulaboh

I. INTRODUCTION

The development of English Language Learning and Teaching (ELLT) is really unprecedented [1]. It has been recognized as essential skills to acquire in order to be successful in a globalized society. For English itself, it is a core element of the school curriculum, and college students study English to find good jobs after graduation. In short, there is a keen interest in what it takes to be a successful English language learner. In more recent years, studies on learning strategy instruction and learner autonomy have demonstrated that Language Learning Strategies (LLSs) can be instructed to language learners and that learner autonomy together with motivations for language learning can lead to successful language learning outcomes [2].

Indonesia has dramatically changed its approach to the education of English Second Language (ESL) which called for most ESL instruction to be conducted in English. Prior to that time, a transitional model was the most common instructional design [3]. Now, most school districts are still offering bilingual programs opt for the Structured English Emersion (SEE) model where the use of native language has been reduced considerably or eliminated all together. This has resulted in an increased need for specialized teaching skills as ESL as a renewed emphasis on curricular adaptation in order to make instruction more comprehensible and meaningful for English Second Language Learners [4].

Primary language instruction refers to those classroom settings where a transitional model of bilingual education is used. At the time of re-designation of a student's status from limited English proficient (LEP) to Fluent English Proficient (FEP), the use of the native language in the classroom declines until it is eliminated completely. Special instruction in English, also called "sheltered emersion," is a program where instruction is delivered in English and is geared toward the student's proficiency but without native language support provided to the student. native language support is provided by either bilingual teachers or instructional assistants and can be provided within the classroom setting or in pullout classes during the school day [4].

It is widely believed that ESL students need to learn the academic content while they simultaneously develop their English language skills and the teachers should teach their students using a media of instruction [5]. However, a majority of the teachers working with students said that they are not adequately prepared to meet their students" learning needs, especially in academically demanding using multimedia in the classroom [6]. In many circumstances, it was found that the teachers just do cognitive assessment regardless students attitudes and involvements and the never realize the need of using multimedia in their classroom [7]. This perspective approach almost inevitably leads these students to fall behind their English-speaking peers [8]. Research indicates that teaching English using multimedia should be driven by an integration of both disciplinary knowledge and language acquisition [9].

Based on the preliminary research conducted by the researchers in secondary schools of West Aceh, many English teachers still do not have a good understanding on how to teach English using multimedia effectively. Considering the importance of mastering English for students to face the challenges in their future life, the education scholars and researchers of the developed and developing countries of the world have recognized the use of multimedia as the most beneficial and effective learning resources [10]. In line with that, teaching English to students using multimedia will enable to obtain correction of the learning activity or task at the spot. As a result, they are highly motivated and go ahead in the learning activities given by the teacher using multimedia. This issue has encouraged the researcher to conduct his research

focusing on the effectiveness of multimedia use at Secondary schools in Meulaboh, West Aceh.

II. MATERIALS AND METHOD

This research applied mixed method. It is a method that combines qualitative and quantitative approaches in terms of methodology and other stages of the research process [11].The population and sample of this research were students of SMPN 1 Meulaboh which amounted to 270. The researchers did random sampling and took 27 students that represented other students. The students were asked to answer the questionnaire which was about their opinions on multimedia used in learning English. The researchers also conducted interview to English teachers who taught at SMPN 1 Meulaboh. The interview focused on factors that caused the need of multimedia use in learning English.

To answer a number of questions contained in the question of research, data collection should be carried out. For this study, the researchers collected the data by distributing questionnaires to students and conducting interviews to a number of English teachers who teach English at SMPN 1 Meulaboh.

III. FINDINGS AND DISCUSSIONS

Based on the questionnaire and interview addressed to students and English teachers of SMPN 1 Meulaboh, the researchers indicated that the use of multimedia in English class was effective. The teacher could use multimedia conveniently in the classroom and the students felt that the materials presented using the multimedia helped them understand English easily. Another research question was about the factors that the caused the need to use multimedia in learning English include. The researcher found that there are several factors; (1) Supporting teachers in presenting learning materials, (2) .Encouraging teachers and students to have good learning environments, (3) Facilitating the teachers in evaluating students' achievement during the teaching-learning process. Multimedia teaching method has contributed a lot to higher teaching quality. She also added that the teacher should change the teaching ideas and recognize its impersonal attribute as one kind of teaching method [12]. Similar to this, multimedia instruction creates the opportunity for learners to improve their learning effectively. Therefore, by utilizing modern education technology reasonably, we will be able to fulfill the target of English teaching in the classroom [13].

IV. CONCLUSION

Many English teachers do not have a good understanding on how to teach English effectively. Thus, the process of teaching-learning process does not run as expected. The education scholar is very concerned about this issue and they have come up with the idea of introducing the use of multimedia in the classroom. This research has shown that multimedia is one of the most effective learning resources that might be used by a teacher when teaching English to his students.

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