

THE IMPLEMENTATION OF MULTIMEDIA IN TEACHING ENGLISH TO YOUNG LEARNERS

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Abstract

This study was aimed to describe the implementation of multimedia in teaching English to young learners at SD Kristen Manahan Surakarta in the academic year 2016/ 2017 involving the teaching and learning activities, the learner's role, the teacher's role and the role of instructional materials. Besides that, the strength and weakness of using multimedia to teach English to young learners .were also described.

It was a case study conducted at second to fifth grade students of SD Kristen Manahan, Surakarta and the teacher. This study was conducted in classes 2A, 2B, 2C, 3A, 3B, 3C, 4A, 4B, 4C, 5A and 5B. The investigation concerned in the implementation of multimedia in teaching English to young learners. The techniques of collecting the data were interview, observation and documentation. The data were analyzed by using descriptive qualitative method.

The results showed that multimedia were used not only to teach English but also to assess the students' achievement. The teacher facilitated the students' needs, created and operated the multimedia, monitored the class activities, managed the class and became a partner for her students. The students, however, were passive in the implementation of multimedia. Concerning the strength and weakness of implementation of multimedia in teaching English to young learners at SD Kristen Manahan, the result showed five strong points. It helped students in understanding materials better, brought fun to the students, the interest of student was increased, it helped the teacher in preparing the teaching and learning process and cost of the materials was reduced. However, it had five weaknesses. It took time for preparing multimedia devices; not all the multimedia devices were ready to use; the boredom of students, electricity matters, the difficulties to find the proper source.

Keywords: Implementation of Multimedia, Young Learners, Case Study, English Teaching.

INTRODUCTION

Nowadays foreign language learning is taught to children, especially at Elementary School. There are some aspects which influence the success of language learning, whether from the teacher, students, method, media, and the school it self.

The English learning, as one of foreign language learning, can be seen in SD Kristen Manahan, Surakarta. This school has concerned to English teaching that there is a language laboratory to support the teaching and learning of English, while not all the Elementary school has it. This school equips, too, an LCD Projector and audio system in every class, so the teachers are able to use multimedia in delivering their materials. Furthermore, this school provides laptops for teachers and portable LCD Projector. This enables teachers and students to have teaching and learning process using multimedia, includes English.

Dealing with multimedia, this school as it is said above, provides multimedia facilities and concerns on English including a language

laboratory. Furthermore, multimedia has good impact in teaching English to young learner as stated by the teacher. The students are highly motivated when they know that the teacher is going to use multimedia. They are getting silent quickly and responsive. The students also have initiative to help their teacher.

Teaching a foreign language to children is different from adults or adolescence. Cameron (2001:1) says that children are often more enthusiastic and lively as learners. As the young learners, they are eager to please their teacher rather than their mates and will have a go at an activity even when they do not quite understand why or how. However, young learners also lose interest more quickly and are less able to keep themselves motivated on task they find difficult. Young learners do not find it as easy to use language to talk about language; in contrast, children do not have the same access as older learners to metalanguage that teachers can use to explain about grammar or discourse. Young learners often seem less embarrassed than adults at talking in a new

language, and their lack of inhibition seems to help them obtain a more native-like accent

Therefore, teachers have to know the proper method to teach a foreign language to young learners, including the proper media. Because media plays important role in teaching a foreign language, as media is a channel of communication, example include film, television, diagram, printed materials, computers, and instructor (Heinich, Molenda, Russel in Angkowo, Robertus and A. Kosasih, 2007:10-11). Using media in a teaching learning process can raise new wants and new interests motivate and stimulate learning process, even more bring psychology effect toward learners. The use of media in orientation stage of teaching will help the effectiveness of teaching learning process and the delivering of message and content of subject. Beside that, teaching process by using media may help learners to improve their understanding, present the data attractively and trusted, make an easy interpretation and make compressed information.

In the recent time, as the development of Information and Communication Technology, teachers have many choices of media. One of them is multimedia; Tay in Pramono (2008: 1)says that multimedia is a combination of text, graphic, sound, animation and video.

This study was to describe:
1)The implementation of multimedia in teaching English to young learners in SD Kristen Manahan Surakarta involving: a) The teaching and learning activities; b) The learner's role; c)The teacher's role and d) The role of instructional materials; 2) The strengths and weaknesses of the implementation of multimedia in teaching English to young learners in SD Kristen Manahan Surakarta.

METHOD

This was a case study. Case study investigation is a qualitative investigation approach in which writers focus on a unit of study known as a bounded system (e.g., individual teachers, a classroom, or a school).(L. R. Gay., et al, 2012: 443).

The techniques of collecting data were observation, interview and

documentation. The implementation of multimedia in teaching English to young learners was observed, by involving himself directly in the teaching and learning process of the second to fifth grade students of SD Kristen Manahan Surakarta. This consisted of eleven classes, they were 2A, 2B, 2C, 3A, 3B, 3C, 4A, 4B, 4C, 5A and 5B. The school is located on Jl. M.T. Haryono No 13, Manahan, Surakarta.

Moreover, the data were collected by interviewing the English teacher and two or three students for each class in 2A, 2B, 2C, 3A, 3B, 3C, 4A, 4B, 4C, 5A and 5B.

To obtain more detail information, the syllabus and lesson plans were also collected to be analyzed.

The data in this investigation was analyzed by using descriptive qualitative method. An interview model of analysis involving collecting the data, reducing the data, and presenting the data and also drawing conclusion was used. After the data were collected, the data were reduced and presented.

RESULTS

The implementation of multimedia in teaching English to young learners was observed in four cases, as follows: a) the teaching and learning activities; b) the learner's roles; c) the teacher's roles; and d) the role of instructional materials.

Teaching and learning activities was one of data sources in this investigation, as the implementation of multimedia in teaching English to young learners in SD Kristen Manahan Surakarta could be found here.

From the data found in the interviews with the teacher, there were three main activities in teaching. They were pre-teaching, whilst teaching and post-teaching while the multimedia could be implemented in each activity explained by the teacher. Not only did she implement in those three activities but also in evaluation process, she implemented multimedia to measure the competence students by using multimedia.

In some classes could be found that the teacher started implementing

the multimedia from the beginning or pre teaching, while some others, the teacher began implementing the multimedia at the main activity.

The implementation of multimedia could be found when the writer observed the teaching and learning process in 4A, 4B and 4C. After reviewing the previous materials given, she prepared then started implementing multimedia by displaying some pictures on the screen then asking the students to speak up, to mention the name of things displayed

While the teacher was continuing to present the pictures on the screen the students actively mentioned the name of the things displayed on the screen. Sometimes the teacher asked certain students to mention the name of things displayed by her by pointing them out randomly. This made the students always ready to be involved in learning and teaching process.

After that the teacher explained a sentence pattern that was Present Continuous Tense, and gave students some examples. Then, she had the students drilled and she showed

again some pictures on the screen while students actively answered what the teacher questioned.

Almost the same with the fourth grades activities, the teacher also did it in the third grades. The teacher displayed the teaching materials on LCD screen then she explained them and gave the students some examples.

The teacher used pictures and texts displayed on the screen to deliver the materials and explained them to her students. Not only did she use them but also played songs and movies or videos in conveying the materials to her students. Those activities proved that she used the combinations of media to deliver the materials as each media has its strength so that the uniqueness of each media strengthens each other in enriching learning experiences. This was the evidence.

Not only did it happen in teaching and learning process but also the implementation of multimedia in teaching English to young learners was found in evaluation process as found in the observations in 2A, 2B, 2C, 5A and

5B. The teacher used her laptop to show pictures to measure students' competence. She called one or two students to come forward then look at her laptop. Based on what was shown in the teacher's laptop, the students who came forward were asked to answer the teacher's questions.

The implementation of multimedia could also be proved by the teacher's statements that multimedia could be used from the pre teaching, whilst teaching to the post teaching.

Multimedia was prepared by the teacher. Not only did she prepare but also she used it for delivering the materials to her students. The teacher took a little bit more time to prepare the multimedia devices such as: LCD projector, screen, speaker and computer or laptop. It had been done before teaching and learning process began.

She, however, sometimes prepared the multimedia devices while she was teaching, as it was needed to use multimedia devices to deliver the materials being discussed.

Although it took time, the students enjoyed the lesson. It was

easier for them to understand materials by using multimedia. Multimedia supported them in learning language, since it provided many media such as: text, graphic, sound, animation and video simultaneously and each media strengthens each other. The various media made students comprehend materials more clearly. It also prevented the students' boredom in learning, as multimedia brought fun, and it would increase learners' interest.

Not only did the students say but also the teacher stated that was revealed in the interview with the teacher as she said that the implementation of multimedia could engage students' interest so that students could focus more on the materials

Based on the teacher's statement multimedia supported students in language learning. The students will learn more easily and more clearly as multimedia increased students' interest so that students were able to focus more on the materials given.

Learners are the subject of teaching. They were engaged or involved in every single activity done in the classroom. Students were actively answered what teacher questioned, read aloud the texts and did the tasks given by the teacher.

Students were cooperative learners for they were more active and motivated in learning English when they did the activity together. They had fun in doing their tasks together. Students sometimes sang together, watched movie carefully aloud together, and did the task together in their group discussion activity.

The teacher created situations to promote and provoke students to learn English actively by having activities in the classroom together.

The students, however, were still passive as they were not actively involved in using the multimedia. Students were not engaged in using multimedia as it could not be found that the students had the chance to use or do multimedia devices interactively. All activities dealing with multimedia was carried out by the teacher only from preparing until

operating the multimedia, though sometimes she asked students to help her to draw out the screen, speaker or to turn on the LCD projector.

As seen in the observations and found in the interviews done, the teacher here had six roles in teaching and learning process. First, the teacher was as a facilitator. She facilitated the learning process not as a subject. She created a learning environment by having her students do some activities which facilitate students to be active and engaged in the teaching and learning and process.

The teacher gave what students needed so that the students would have the activities which support their materials and the students were able to get involved in the teaching and learning activities.

Second, the teacher was also the operator of multimedia devices as she prepared and operated the multimedia devices by herself although sometimes she asked some students to help her.

It could be seen also in the observations that the teacher did all activities dealing with preparation

and operation multimedia devices though sometimes she asked students' help to prepare the multimedia devices such as speaker and LCD Projector.

Third, she played a role not only as a facilitator but also as a monitor. The teacher watched over the teaching and learning process especially the students, that is their assignments. She had to ensure that what she had delivered was understandable to students.

Fourth, not only did the teacher become a monitor but also a partner. As a partner she placed her self as a student so that the students would be encouraged to be active and the students would not hesitate to ask help to the teacher or do the activities together with the teacher. Students considered their teacher as their friend so that students did activities confidently and they did not feel nervous to ask teacher's assists.

Fifth, besides those roles of teacher, the teacher was also a class manager. The teacher should manage class well for sometimes there were some disturbances in teaching and learning process. The teacher should

make students keep their focus on the materials given.

Meanwhile, related to the implementation of multimedia in teaching English to young learners, the teacher created the multimedia that would be used in teaching and learning process. The sixth role of the teacher was the creator of materials as it could be seen here:

This required the creativity of the teacher to make and combine the proper, meaningful and interesting multimedia, so that would help students to understand the materials much better as each media in multimedia has its own uniqueness to strengthen each other.

The materials used in the English teaching and learning process were taken from various sources, from text books and sites. The teacher and students used students' worksheets (LKS) as one of the sources of materials. Besides that, as stated above that the teacher used websites to obtain the materials which were appropriate to the materials that would be delivered to the students. This means that the

teacher should surf and browse in the internet to obtain the materials

The implementation of multimedia in teaching English helped the students, too. It helped students to understand materials more clearly.

It could be found five strengths of the implementation in teaching English to young learners. One of them was that multimedia helped students in comprehending teaching materials better. By implementing multimedia, it was found that materials which were delivered became clearer and more understandable to students. The uniqueness of each media was combined to others media that made students understand the materials given easier and better.

Second, multimedia also brought fun to the students, whereas children were going to learn best when they were fun.

Third, the interest of student could be increased by the implementation of multimedia in teaching English to young learners. When the teaching and learning process was interested to students,

the students could focus more on the materials given by their teacher delivered by implementing multimedia.

Fourth, the teacher was helped in preparing the teaching and learning process by implementing multimedia in teaching English to young learners. The teacher did the preparation more easily.

Fifth, the cost of printing and copying the materials could be reduced because the teacher used multimedia devices that could be seen by every student in the classroom when the teacher displayed the materials.

From the observations and interviews carried out, the writer could find five weaknesses of implementation multimedia.

First, it took time for preparing multimedia devices, such as: a computer/laptop, an LCD Projector, a screen, speakers and the software for conveying the materials. It was found many times when the writer carried out the observations.

Second, not all the multimedia devices were ready to use. They should be checked first before using.

When it was found that one of the devices did not work well, the teacher had to bring and prepared the devices by herself though the devices were available, but they are not ready to use as they were kept in another room. Moreover, in the observation carried out, it could be found that the LCD was out of order in class 5B so the teaching and learning process did not run well as it was done in other classes.

Third, the boredom of students because of the the high frequency of using multimedia in the classroom was also one of the weaknesses of implementing multimedia in teaching English to young learners.

The fourth weakness of implementation of multimedia in teaching and learning process was an electricity matter. All multimedia devices would be useless without electricity. When the electricity ran out, it brought a serious problem for both teacher and students. In order to solve this, she had to change the strategy so that the teaching and learning process would keep running. It was shown in the interview with the teacher.

The last, the weakness of implementing multimedia in teaching English to young learners found in this investigation was the source of materials as it was difficult to find the proper source as the teacher's statement:

DISCUSSION

The implementation of multimedia in teaching English to young learner was also observed. It can be seen that the teacher used multimedia to explain the materials to the students. This could help both teacher and students. To the teacher, multimedia could help him/her in explaining something since students at young age can not think abstract things. By using multimedia, the teacher could bring an example of what being studied. To students, they could learn or understand a new material faster and clearer as they felt that they were not studying but having something fun, because multimedia brings fun.. When they felt fun, they could learn best. Moreover multimedia brings many integrated media in presenting or teaching a subject. The uniqueness of

each media strengthens each other in enriching learning experiences (Smaldino in Anita, 2008:60-61)

From what had been found, the teacher served the function of facilitator. She/he facilitated what students' need. A teacher serves the function of facilitator, assists students through learning process and provides them with guidance. In the implementation of multimedia, the teacher was the creator and operator for she prepared and operated the multimedia devices.

Not only did the teacher become a facilitator, creator and operator, but also had a function as a partner to her students. So, that her students were encouraged to do the activities as they thought that their teacher was their pal.

Besides that, she had a role as a monitor when the students did the activities. She was ready to assist and give support to her students when she looked into her students doing the tasks then they found some difficulties.

The last, the role of teacher that can be found was the teacher became a class manager as sometimes the

class did not run well, students were too noisy and uncontrolled. She, therefore, managed the class so that the teaching and learning process would run properly again.

The materials given to the students were obtained from some textbooks and some English young learners sites as the teaching and learning process implemented multimedia or some sources were taken from internet.

The implementation of multimedia in teaching English to young learners has some strength. One of them is that it helped the students to understand materials in a better way. Then, it could bring fun to the students as they will learn best when they are fun. Moreover, it could present many media in one time so the uniqueness of each media can strengthen each other in enriching learning experience. It also helped students in multi sensory learning.

Besides that, the implementation of multimedia in teaching English to young learners could raise the interest of students. So, students could focus and pay

attention more on the materials delivered by their teacher and the teacher itself.

Not only did the implementation of multimedia in teaching English to young learners could help the students but also the teacher. The teacher was helped by the simplicity and practicality of it.

The last, the implementation of multimedia in teaching English to young learners was able to reduce the cost of printing and copying the materials given to the students. It could be said that it was safer for our earth as nowadays are so widely campaigned about go green. This can be one of the solutions as it encourages us to have the paperless era.

Nothing is perfect, including the implementation of multimedia in teaching English to young learners, too. Though it has strengths that it boosts a better way in teaching and learning process, it has also some weaknesses.

CONCLUSION

The teaching and learning processes were well done, as the

students were engaged in every single activity given by their teacher, although there was some wasted time for the preparation of multimedia devices, multimedia supported both teacher and students in conducting the teaching and learning process. The teacher was able to convey the materials more understandable. Meanwhile, the students had fun in joining the process. When they had fun they would learn better. They were able to focus and pay more attention to both teacher and material, too.

The learners were actively involved themselves into activities given by their teacher.

Meanwhile, the teacher played a role as the facilitator. She facilitated, assisted students through the learning process and provided them with guidance. Besides that, the teacher played role as a partner for students, a class monitor, a class manager at classes, a creator and an operator of multimedia.

The teacher took from various sources for the materials given to students. Some of them were

textbooks and some of them were taken from the internet.

The implementation of multimedia had some strengths and also weaknesses. The strengths found were multimedia brought fun to the students that made them learnt better. They became more enthusiastic in joining the teaching and learning process. It also helped the teacher in conveying the materials more understandable since multimedia contains many media which each media can strengthen each other.

There were also some weaknesses found. One of them was that multimedia consumed time in its preparation even it could create students' boredom. Not only did those, but also how to obtain the proper source was a weakness.

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