The title of this research is Using Multimedia in Teaching English to Junior High School Students. The aims of this research is to investigate the teacher’s preparation and implementation in teaching learning English by using multimedia in SMP Immanuel Pontianak. The method used in this research was case study where the subjects of research were two English teachers. The result found that in the preparation the teachers get the materials from some sources, for example internet, books, and videos. The teachers faced a problem, which is the limitation of the devices. While in implementation the teacher commonly used videos in pre-activity, and then using power-point to explain the materials. The teachers seldom give the assessment that involved the learners using multimedia.

Key words: multimedia, case study, preparation, implementation.


Kata kunci: Multimedia, Studi kasus, persiapan, implementasi.
INTRODUCTION

Media is one of the important things in teaching English. Many kinds of media used in teaching learning English like pictures, slide projector, audio cassette, charts and so on. Those all used to make the students easier in understanding the lesson and help the teacher in delivering the lesson. As the development of technology, media for teaching also develop where the media not only provide visual or audio but it become combination of visual, audio, animation and text. The type of media that can provide audio, visual, animation and text here called multimedia. Multimedia is characterized by the presence of text, pictures, sound, animation and video; some or all of which are organized into some coherent program. Mishra, S., & Sharma, Ramesh. C. (2004:4).

Teaching learning by using multimedia is not only helping teacher in delivering the target language but also motivating the students in learning where it provide audio and visual materials that make the students attract to the lesson and give more attention to it. The success of teaching depends on the interest of students to the subject, on their desire to learn it. Harnet (as cited in Brinton, 2001: 459-475) shared that perspective by saying that media tools appeal to the students’ senses and help them process information, thus empowering their understanding of target culture and increasing their motivation toward language learning, reinforcing the teaching points, and saving the teacher unnecessary explanation. By the use of multimedia in teaching learning that help the learners’ interest and help them understand the lesson, means they will focus on the lesson and affect their result of learning.

The use of multimedia would be able to enhance the quality of teaching and learning practices as it combines graphics, images, audio, integration of texts, video and digital environment. These components have different effects in increasing the learners’ memory storage (Halimah, 1996). This fact is supported by a report from Computer Technology Research (CTR) Mohd Azlan (2008) as cited in Nordin (2010: 239) stating that students can retain 20% of what they see, 30% of what they hear, 50% if there is a combination of those they ‘see’ and ‘hear’ and 80% if they see and hear simultaneously. Multimedia is able to offer a simultaneous process of see and hear to the students which could help retain a bigger chuck of memory in the learning process.

In Pontianak, there are some schools that use multimedia in teaching learning process. One of the schools was SMP Immanuel that located in Jl. Sutoyo Dalam Komplek Sekolah Kristen Immanuel in Pontianak. The teachers in SMP Immanuel use multimedia in teaching English. The teacher provides multimedia in order to deliver the lesson to the learners.

Multimedia

Fenrich (1997) cited in Dr. Usha V. Reddi & Dr. Sanjaya Mishra (2003: 3)” that “Multimedia is the exciting combination of computer hardware and software that allows integrating video, animation, audio, graphics, and testing resources to develop
effective presentations on an affordable desktop computer. In addition “Multimedia is characterized by the presence of text, pictures, sound, animation and video; some or all of which are organized into some coherent program”, Phillips (1997) cited in Reddi et al (2003: 4).

Today's multimedia is a carefully woven combination of text, graphic art, sound, animation, and video elements. When you allow an end user, i.e. the viewer of a multimedia project, to control 'what' and 'when' and 'how' of the elements that are delivered and presented, it becomes interactive multimedia. As such multimedia can be defined as an integration of multiple media elements (audio, video, graphics, text, animation etc.) into one synergetic and symbiotic whole that results in more benefits for the end user than any one of the media element can provide individually. Dr. Usha V. Reddi & Dr. Sanjaya Mishra (2003: 4).

**Multimedia in Teaching English**

Numerous researchers have reported on the theoretical constructs that support the use of multimedia technology for EFL instruction, Jonasen, et al (2000) cited in Mayora, C. A. (2006: 15). This research shows that using multimedia technology in the classroom:

a) Allows students to work individually at a computer station, at their own pace, and according to their own needs;
b) Helps teachers to deal more effectively with a large group of students;
c) Makes the introduction and presentation of content more dynamic and attractive for students;
d) Increases student motivation due to the interactive nature of the activities;
e) Trains students to self-monitor and self-assess their progress, which promotes autonomous learning;
f) Promotes a task-based approach to learning;
g) Allows students to experience real-life and communicatively meaningful language situations and contexts; and
h) Introduces a variety of print, audio, and visual materials that match different student learning styles and preferences.

As explained above, the use of multimedia not only helps the teacher in delivering the lesson, it also can make the students to learn individually and motivate them to learn. The use of multimedia also gives real-life experience where it serves the audio visual material to the learner.

With the rapid development of the Internet, computer use in the classroom also offers additional possibilities for designing communicative tasks such as those built around computer-mediated communication and tele-collaboration, including the ability to interact in real time with oral and written communication, to conduct information searches to find attractive and meaningful material, and to engage in distance learning and e-learning, Anderson, et al (2006) cited in Mayora, C. A. (2006: 16)
A Cognitive Theory of Multimedia Learning

Ogunbote and Adesoye (2006: 2) expressed that multimedia technology adds new dimension to learning experiences because concepts were easier to present and comprehend when the words are complemented with images and animations. Stating further that it has been established that learners retain more when a variety of senses are engaged in impacting knowledge; and the intensity of the experience aids retention and recall by engaging social, emotional and intellectual senses.

Omagbemi (2004:3) supporting this view expressed that access to multimedia information could stimulate changes and creates conductive learning environment and make learning more meaningful and responsive to the localized and specific needs of learners. As stated above, the multimedia in learning is very helpful in teaching activities. Not only help the teacher deliver the materials, it also attract the students attention to follow the teaching learning process. The multimedia make the teaching learning process being fun and joyful.

Designing teaching English with Multimedia

In teaching learning using multimedia, there are some points that must be aware by the teachers. One of them is a preparation before teaching process. In preparing the multimedia teaching, the teacher needs to seek and select the materials that will be used. The teacher also should aware the criteria in selecting the materials for teaching learning in multimedia classroom. Mayer (2001: 41) concluded that successful learning requires students to perform five actions, with direct implications for the design of effective multimedia instruction:

a) Select relevant words from the presented text or narration.
b) Select relevant images from the presented illustrations.
c) Organize the selected words into a coherent verbal representation.
d) Organize selected images into a coherent visual representation.
e) Integrate the visual and verbal representations with prior knowledge.

As stated above, in selecting and organizing materials that will be used in multimedia learning, the teacher should consider some aspects above. The teacher should select the relevant words from the text, and select appropriate images or animation.

Mayer, (2001: 172): articulated seven principles useful for guiding the design of multimedia instruction. Under these principles, students have been shown to achieve greater retention and transfer

a) Multimedia principle
   Students learn better from words and pictures than from words alone.
b) Spatial contiguity principle
   Students learn better when corresponding words and pictures are presented near rather than far from each other on the page or screen.
c) Temporal contiguity principle
   Students learn better when corresponding words and pictures are presented simultaneously rather than successively.
d) Coherence principle
   Students learn better when extraneous words, pictures, and sounds are excluded rather than included. (“Extraneous” can refer either to topical or conceptual relevance, with the latter being more important.)

e) Modality principle
   Students learn better from animation and narration than from animation and on-screen text. (This principle assumes use of a concise narrated animation, text that omits unneeded words.)

f) Redundancy principle
   Students learn better from animation and narration than from animation, narration, and on-screen text. (This principle is based on capacity-limitation hypothesis, which holds that learners have limited capacity to process material visually and auditorily. Eliminating redundant material results in better learning performance than including it.

g) Individual differences principle
   A particularly important finding is that design effects are stronger for low-knowledge learners than for high-knowledge learners and for high-spatial learners than for low-spatial learners.

Based on the explanation above, the use of multimedia is known one of a good way in teaching. But there are limited researches about the teacher preparation in using the multimedia and its implementation whether it is already good to make the teaching learning more meaningful and easier to be understood by the learner. From that case, the researcher investigated the teacher preparation and implementation in teaching learning English by using multimedia by the teachers to the students of SMP Immanuel Pontianak Academic Year 2011/2012.

METHOD

Form of Research

In order to answer the research questions, the method used in this research is case study research. Case study research is an inquiry that focuses on describing, understanding, predicting, and/or controlling the individual (i.e., process, animal, person, household, organization, group, industry, culture, or nationality). This definition is intentionally broader than the definition that Yin (1994, p. 13) proposes:

“A case study is an empirical inquiry that investigates a contemporary phenomenon within its real life context, especially when the boundaries between phenomenon and context are not clearly evident.”

Case study strive to portray ‘what it is like’ to be in particular situation, to catch the close up reality and ‘thick description’ (Geertz, 1973) of participants’ lived experience of, thoughts about and feelings for, a situation.
Subjects of Research

The subjects being observe in this research was the teachers of SMP Immanuel Pontianak in academic year 2011/2012. There are three teachers that teaches English in SMP Immanuel. In this research, the researcher observed two teachers of class VII and VIII as the subjects of research. The teachers that being observe used multimedia in teaching English, that is why the researcher took both teachers as the subjects of research.

Technique and Tools of Collecting Data

a. Technique of Collecting Data

The technique used in this research was direct technique. It is because the writer used interview and observation checklist in gathering the data.

b. Tools of Collecting Data

1. Interview

The writer used interview as tool of collecting data to get information about preparation and teaching learning process by using multimedia from the teacher. The writer also used recorder in recording the interview. It helped in making transcript and analyzes teachers answer. The table of specification of interview can be seen as follow:

<table>
<thead>
<tr>
<th>No</th>
<th>Aspects being interviewed</th>
<th>Items number</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Teacher preparation</td>
<td>1,2,3</td>
</tr>
<tr>
<td>2</td>
<td>Teaching learning process</td>
<td>4,5,6,7</td>
</tr>
</tbody>
</table>

2. Observation checklist

The researcher used observation checklist to gather information about teacher preparation and teaching process in the classroom. The researcher also videotaped the teaching learning process to review missed events or process in teaching learning by using multimedia. Here is the table of specification of observation checklist:
Table II

Table specification of observation checklist

<table>
<thead>
<tr>
<th>No</th>
<th>Aspects being observed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Teacher Preparation</td>
</tr>
<tr>
<td></td>
<td>- Preparing multimedia used</td>
</tr>
<tr>
<td></td>
<td>- Materials prepared</td>
</tr>
<tr>
<td>2</td>
<td>Classroom Management</td>
</tr>
<tr>
<td></td>
<td>- Use multimedia in teaching</td>
</tr>
<tr>
<td></td>
<td>- Involves the learners in using multimedia</td>
</tr>
<tr>
<td></td>
<td>- Assignment to the students</td>
</tr>
<tr>
<td></td>
<td>- Criteria of good quality of multimedia</td>
</tr>
<tr>
<td>3</td>
<td>Atmosphere in the classroom</td>
</tr>
</tbody>
</table>

Technique of Data Analysis

Thematic analysis is a method for identifying, analysing, and reporting patterns (themes) within data. It minimally organises and describes your data set in (rich) detail. However, it also often goes further than this, and interprets various aspects of the research topic (Boyatzis, 1998). The range of different possible thematic analyses will further be highlighted in relation to a number of decisions regarding it as a method.

Phases of analyze the data using Thematic analysis (Virginia Braun & Victoria Clark, 2005: 16)

a) Phase 1: familiarising with data
b) Phase 2: generating initial codes
c) Phase 3: searching for themes
d) Phase 4: reviewing themes
e) Phase 5: defining and naming themes
f) Phase 6: producing the report

RESEARCH FINDING

The result of data analysis on the teachers’ preparation and teaching implementation by the teacher of SMP Immanuel Pontianak Academic year 2011/2012 analyzed through thematic analysis. In thematic analysis, the researcher coding the data, separate each codes into several themes and make the thematic map. The thematic map of teaching preparation and implementation are shown below:
The thematic map above consists of two main themes that are teaching preparation and teaching implementation. In the first main theme that is teaching preparation theme there are three sub themes that are Multimedia Selection, Finding Material and Lending the multimedia. In the second main theme divided into two sub theme that is teaching activities and assessment. The sub themes are represents the data coding. Here are the data coding based on the themes:

### Table III

**Table of Teaching Preparation theme**

<table>
<thead>
<tr>
<th>Theme</th>
<th>Sub-theme</th>
<th>Coded Data Teacher A</th>
<th>Coded Data Teacher B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching Preparation</td>
<td>Finding materials</td>
<td>3.A. Internet</td>
<td>3.B. available in school</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3.A. Books</td>
<td>3.B. Download</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3.A. CD</td>
<td></td>
</tr>
<tr>
<td>Lending multimedia</td>
<td>2.A. Borrowing</td>
<td>2. B. Availability</td>
<td></td>
</tr>
</tbody>
</table>

From the table above, it is shown that there are several data coded in each sub-theme. In the first sub-theme that is Finding Materials it tells about how the teacher gets the material to teach by using multimedia. Teacher A gets the materials of learning
from internet, from several source books and CD that available in school. Almost same with teacher A, teacher B gets the materials of learning from materials from school and download from internet. These themes are important to be discuss in this research where in teaching the preparation is one of the important factor whether to decide the materials or activities that will be apply in teaching learning.

The second sub-theme shows how the teacher lends the multimedia devices. Teacher A stated that in borrowing procedures she need to write in the journal of borrowing and then take it. The one that write it first he/she will get it. Teacher B stated in lending the multimedia he got some problems because of the availability of the multimedia is not enough, it makes him struggle a lot to get it. From the statements of teacher A & B, it can be conclude that the availability of the multimedia devices in SMP Immanuel is not enough to cover all teachers that need to use it.

Table IV

<table>
<thead>
<tr>
<th>Theme</th>
<th>Sub-theme</th>
<th>Coded Data Teacher A</th>
<th>Coded Data Teacher B</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Problems in using multimedia</td>
<td>2.A. Black out</td>
<td>2.B. Black out 2.B. Availability</td>
</tr>
</tbody>
</table>

The table above tells that there are three sub-themes in teaching implementation theme. The first sub-theme teaching activities the teaching styles did by teacher A was teacher center and students’ center, where Teacher B used teacher center, group activity and individual work. Second sub-theme is the assessment. Teacher A & B sometimes asks the students to do some task/project using multimedia then having presentation in front of the class.

The third sub-theme is problems in using multimedia. the problems faces for both teacher was black out. The teacher B also stated that another problem was the availability of the multimedia is not enough to all teachers. From the description above, it is important to see this matter in order to know the implementation of multimedia in teaching learning.

1. Teaching preparation
   a. Finding materials
In finding the materials used for teaching using multimedia, the teachers get the it from internet, books, articles and videos and then organized it into powerpoint.

T.A: bisa dari internet, bisa dari berbagai sumber buku, kalau power point tentu buat sendiri ya,, eee,, kita tau misalnya materi nya apa terus di buat sendiri, cari-cari gambar di internet, ya materinya tentu dari buku gitu, dari berbagai sumber. Kalau listening dari buku anak-anak udah dapat CD listening nya, kami menggunakan buku English in Mind, jadi khusus yang guru jadi memang di sediakan VCD, tapi kalau misalnya gambar, yang saya tampilkan lewat powerpoint itu tentu dapat dari internet tidak ada di buku

T.B: Di sediakan sekolah ada, download juga ada, bawa sendiri juga ada.

b. Lending the multimedia

In SMP Immanuel Pontianak, the multimedia devices is not available in every classroom, the teacher sometimes borrow and bring it into the classroom or conduct the teaching learning in multimedia lab. It is because of the availability of multimedia can not cover the need of it for all teachers.

T.A: kalau misalnya peminjaman sangat mudah kami tinggal mencatat kami ambil jurnalnya kami catat kemudian kami ambil di ruang kepala sekolah selama masih ada tersedia dan siapa yang duluan mengisi list itu yang mendapatkan...

T.B: sama ketersediannya terbatas, karna jumlahnya tidak terlalu memadai si, agak sulit harus berebut kadang

The availability of multimedia in SMP Immanuel will cause the problems for the teachers. The teaching learning using multimedia will be limited because of this availability.

2. Teaching implementation.
   a. Teaching activities

The teachers oused teacher center while explaining the lesson, students center when the students having presentation using multimedia in front of the classroom, individual works and group activities when they need to have task.

T.A: activity nya bias berupa teacher center ketika say mengajarkan lewat power point, bias juga students center ketika mereka harus mempresentasikan, jadi mereka menggunakan itu, bias itu group activity, tergantung, bias individual juga, bias group discussion juga, tergantung materinya dan tergantung seperti apa yang mereka perlukan seperti apa gitu,
T.B: Campur si, tergantung kebutuhan materi si, kalau memang perlu teacher center saya yang menjelaskan ia, kalau perlu siswa yang menyediakan materinya ia, pernah juga group activity membuat presentasi ia, individual work juga pernah, presentasi masing-masing tentang ini si yang kemarin presntasi tentang DREAM impian mereka yang berkaitan dengan future tense menggunakan multimedia powerpoint

The teacher commonly uses the multimedia devices such as laptop, projector and speaker. The teachers used video or picture to get the students attention and recall their prior knowledge. They also used power point to explain the materials to the students.


T.B: Emm prosedur penggunaannya standar si, jadi maksudnya lebih banyak ke penggunaan media misalnya video atau tape untuk pembukaan jadi membawa siswa untuk masuk ke dalam materi dulu jadi mereka udah dapat gambaran langsung materi apa yang akan di ajarkan intinya akan ada campuran penggunaan ada listening untuk penggunaan tugas, untuk lanjutan penjelasan, macam-macam sih

The teachers of SMP Immanuel used Multimedia in several phase of activities. They are commonly used it in pre-activity to make the students focus on the lesson and knowing their prior knowledge about the lesson that will be deliver. The teachers also used it in whilst activities when explaining the materials and giving assignment.

T.A: di dlm RPP kadang di pre-activity, kadang dia masuk ke dalam whilst activity nya, di bagian yang elaborasi, karna kan listening tentu mereka mengerjakan latihan sambil mendengarkan kan, dan itu tergolog ke dalam elaborasievaluasi juga kadang-kadang ketika anak-anak harus membuat project nya sendiri kan powerpointnya itu sendiri kan di nilai, post activity nggak, jarang sangat jarang

T.B: Lebih sering ke pre dengan whilst, elaborasi, assessment menggunakan multimedia masih agak jarang, lebih sering ke explorasi dan elaborasi, bukan gak pernah di evaluasi pernah cuman gak sering.
b. Assessment

The assessment is important to give to the learner in order to know their understanding about the lesson given. In teaching using multimedia, the teachers of SMP Immanuel Pontianak seldom give assessment where the students need to use the multimedia. Sometimes the teachers give project to find the materials from internet and make it into power point for their presentation in the classroom.

T.A: (4) kadang-kadang saya juga tugaskan ke anak-anak untuk mencari sebuah artikel atau apa, kemudian mereka membuatnya dalam bentuk power poin dan mereka harus mempresentasikan dan kami yang menyediakan laptop atau LCD nya

(6) evaluasi juga kadang-kadang ketika anak-anak harus membuat project nya sendiri kan powerpointnya itu sendiri kan di nilai, post activity nggak, jarang sangat jarang

(7) Seperti itu tadi yang saya bilang ketika melakukan presentasi, tentu mereka sendiri yang mengoprasikan dan menggunakan mereka yang muat ya mereka yang mengoprasikan dan menjalankannya,

T.B: (4),,,,intinya akan ada campuran penggunaan ada listening untuk penggunaan tugas, untuk lanjutan penjelasan, macam-macam sih

(6),,,assessment menggunakan multimedia masih agak jarang, lebih sering ke explorasi dan elaborasi, bukan gak pernah di evaluasi pernah cuman gak sering,

(7) Tergantung materi, jika memang menuntut mereka untuk terlibat secara active misalnya mereka mendownload sendiri, kemudian mereka membuat sendiri menampilkan sendiri maka mereka harus melakukan itu semua sendiri gitu, tapi dalam materi itu guru harus banyak berperan maka peran mereka di minimalisir gitu

c. Problems using multimedia

In using multimedia the teacher may found problems. In SMP Immanuel, the teachers can operate the multimedia correctly, but they got problems when the electricity off. the teacher also having trouble when lending multimedia devices, it is because of the availability that too few. The school needs to consider this problems so that the teaching learning using multimedia will run effectively.

T.A: kalau misalnya peminjaman sangat mudah kami tinggal mencatat kami ambil jurnalnya kami catat kemudian kami ambil di ruang kepala sekolah selama masih ada tersedia dan siapa yang duluan mengisi list itu yang mendapatkan, terus kalau bilang mati lampu kadang2 menemukan kesulitan itu tapi kami punya ee generator jadi itu bisa membantu
Besides gathering the data through Interview, the researcher also collected the data by using observation checklist. From the observation checklist, there are three main themes being collected. They are teacher preparation, classroom management and atmosphere in the classroom.

1) Teacher preparation
   Before begin the lesson, the teachers of SMP 11 Pontianak preparing the multimedia that will be used. The multimedia used by both teachers was laptop, projector and speaker. The materials given through multimedia was video and computer based software (Power Point) to deliver the lesson to the students.

2) Classroom management.
   While conducting the teaching learning process, the criteria of materials used in multimedia was include text and pictures when using power point, it also include video and sound while using video player. The video, pictures and text are clear and interesting. In teaching learning process, the students was not involved in using multimedia because the teachers only used one laptop for themselves, but the multimedia used was activate the students prior knowledge.

3) Atmosphere in the classroom
   In teaching learning process, the students in Teacher B class are follow the class rules and active in teaching learning without making unnecessary act or loud arguing and they look interest with the topic being taught. While in teachers A class, the students are interest to the lesson too and follow the rules, but there are some students loud arguing during the teaching learning.

Discussion

The writer had analyzed the teachers’ preparation and teaching learning process in teaching English by using multimedia. The data had been collected from the interview and observation check list. From the interview there are some problems in teacher preparation especially in preparing the multimedia that will be used in teaching learning. The problems that the teacher of SMP Immanuel faces in preparation stages was about the availability of the multimedia that so view of them that available. In the implementation process, the teachers seldom involve the learner to engage in using multimedia in teaching learning process, the teachers only give assessment that involves learners using multimedia once a month. The teacher mostly use the multimedia in pre-activity and explaining the materials in whilst activity.
CONCLUSION

Based on the research questions and the research purpose of this research, the researcher investigated the teachers’ preparation and implementation in teaching learning English by using multimedia to the students of SMP Immanuel Pontianak Academic Year 2011/2012, the researcher can conclude that, in preparing the teaching learning using multimedia the teachers of SMP Immanuel finding the materials from internet and some source books and then organized it into good form through computer software that is power-point. The teachers also download videos that appropriate to the materials they taught. In preparing the teaching learning using multimedia, they got problems in getting the multimedia devices that going to used because of the availability of it is limited. In teaching learning process the teachers used video in pre-activity and used power point to explain the lesson. The teachers sometimes give assessment to the learner that involved them in using multimedia. In teaching learning using multimedia, the teachers can find various interesting activities using multimedia to the learners that can make them involved mostly in using it.

SUGGESTIONS

The writer has some suggestions for the teachers and for the writer research related to this issue.

1. For the teacher
   a. This research inform about another ways in teaching learning especially English.
   b. This research can be good information to the teachers about the preparation and teaching learning activities by using multimedia.
   c. In using multimedia, the teachers need to master how to use it.
   d. In teaching using multimedia, the teachers need to do a good preparation and have another plan if there is any obstacle while teaching process.

2. For the further researcher
   The writer wants to give some recommendations for the further writer related to this issue:
   a. This research has investigated the teachers’ preparation and teaching learning activities to the students of SMP Immanuel Pontianak Academic Year 2012/2013. In order to see the same result, there is a need for replication of study for different population and sample.
   b. The writer also suggest to the further researcher that find out the students’ attitude toward the teaching learning by using multimedia.


