

CHAPTER II

LITERATURE REVIEW

Relating to the topic of this research, in this chapter, the researcher will explain about the multimedia, starting from the definition of multimedia, the use of multimedia in teaching English, advantages and disadvantages of using multimedia, and preparation and implementation of teaching using multimedia in SMP Immanuel Pontianak.

A. Multimedia

1. Definition of Multimedia

Multimedia is a term frequently heard and discussed among educational technologists today. Unless clearly defined, the term can alternately mean “a judicious mix of various mass media such as print, audio and video” or it may mean the development of computer-based hardware and software packages produced on a mass scale and yet allow individualized use and learning. In essence, multimedia merges multiple levels of learning into an educational tool that allows for diversity in curricula presentation.

“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 (Fenrich, 1997) in Dr. Usha V. Reddi & Dr. Sanjaya Mishra (2003: 3)”. 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) in Dr. Usha V. Reddi & Dr. Sanjaya Mishra (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).

2. The use of Instructional Material and Teaching Aids

Teaching and learning is a process. Teacher teaches and students learn from teacher. In process of teaching learning process teacher uses some thing to make his teaching learning process effective. The material and aids which are used by teacher to make his teaching very effective is called teaching aids and instructional material. The language teaching is not a static process but it is a dynamic process.

It is known that the general objectives and specific objectives of teaching English. Teacher should select teaching material and instructional according the objectives decided by teachers so that skill of reading, understanding, writing and speaking and sub skills of skills could be developed in students.

English is second or foreign language. So the teaching material and instructional material play important role in teaching learning process. Thus it can say that use and selection of teaching aids must be very carefully.

Types of Teaching and Instructional Material, Patel, M.F., & Jain, P. M. (2008: 59):

a. Visual aids :

1. Boards: Blackboard, Flannel boards, soft boards.
2. Charts, Maps, Pictures, Drawings.
3. Static and Working Modal
4. Film strip, Slide Projector, OHP, Transparencies and Episcopes.

b. Audio aids :

1. Audio Cassette Player
2. Radio

c. Audio Visual aids :

1. Video Cassette player
2. Video Compact Disc Player
3. Television
4. Film Projector

d. Language Laboratory

e. Computer Assisted Learning

a. Visual Aids :

1. Boards: Blackboard, Flannel boards, soft boards: These boards are used to display different types of display material. There are kinds of display boards used to display charts, maps, tables etc.

2. Charts, Maps, Pictures and Drawings: These teaching aids play main role in teaching learning process. They interest in students. They prepare students mentally and motivate for further preparation. Teachers can prepare these aids himself of readymade. But he should himself be a creative person so that student could follow him. Charts may be written or drawn on thick coloured papers and can be hanged or displayed by using any of the boards. Pictures can also be displayed by using any of the boards. Maps can be either hanged or displayed by using any of the display boards. The teacher can draw picture or any sketch any item also to be displayed with the help of display board.
3. Static and Working Modal: Models play important role in teaching learning process. Teacher can use models to make his teaching very effective. For example, teacher wants to teach the topic elephant. He can use both the static and working model. Working model of elephant creates primary interest in students. Static modal can be used if working model is not available. If models are not available he can use charts, pictures or drawing.
4. Film strip, Slide Projector, OHP, Transparencies and Episcopes : The teacher can use film strip and slide projector to make his teaching too effective. These aids make students to draw their attention very carefully toward teaching. Slides are available in the market and teacher can use them according to need of content.

Over Head Projector :

OHP is the hardware used to project the transparencies. The transparency is plastic sheet which on which teacher can develop his own material to be

presented. Use of OHP by teacher is good practical that help him to make his teaching very interested and effective.

Episcope:

Episcope is also known as Epidiascope. The material on opaque sheet is projected with the help of this hardware. The teacher can project any material developed on simple plain paper sheet. Small size of picture can be projected through this instructional material.

b. Audio Aids:

1. Audio Cassette Player used in teaching learning process by teacher. It makes teaching very scientific and effective. In this process the subject matter is recorded as audio cassette and played on this machine. The students repeat that subject matter and learn. The learners have an access to native language and they better drill the pattern in its required form. The teaching activities become more and more effective and alive.
2. Radio must appeal to every type and level of taste. But there is room on the air for instrumental and vocal music, both classical and popular, addresses, forums, debates, sports events, mysteries, religious broadcasts, quiz programs, variety programs. It should be possible for the listener to make a free selection from among many of these kinds of programs both during the day and in the evening.

c. Audi Visual Aids:

1. Video Cassette Player: there are many films and videos that can be seeing through which tool takes to enjoy of film? That is video cassette which enable to take enjoy of film. The materials are recorded in the video cassette. Thus

in teaching learning process teacher uses this VCP to make his teaching effective and alive. Teaching materials available on the video tape are played by this machine VCP.

2. Video Compact Disc Player: the VCD help to make teaching effective, so to view the material the VCD is played on this machine. It is the latest audio visual aid. The programs record on the video cassette can be transferred into compact disk.
3. Television: Television is instrument through which one can view educational program. The educational programs are also aired from respective TV programs production centre. They are as good as radio programs which teacher can not select.

Film Projector :

Before the introduction of TV and other media resources, the film was very famous media. The programs which are recorded on film are projected with the help of film projectors.

d. Language Laboratory :

Language laboratory is the place where the learners have to listen on headphone. The language labs are set up with a view to provide listening activities in order to make them developing good speech habit. The learning material are recorded on audiotapes which are played back by teacher is to be drilled and the same is monitored by the mentor. Learner himself records his practice and listens to it.

e. Computer Assisted Language Learning:

Computer Assisted Language Learning means is to present teaching material through computer. To use of computer in teaching learning process is innovation in educational circle. The computer technology has brought multimedia package means the program is developed with all kinds of media available for presentation. In this presentation, texts, graphics, audio and video are available. The computer is multi media system. It is VCD, DVD, VCR, Slide projector and Film projector.

3. Characteristics of various types of media used in the class room Instruction

The use of media has some benefits in classroom instruction. The use of media can assist the teacher in delivering the teaching learning process. Besides help the teacher in getting the students attention to focus on the lesson, the use of media in the classroom also can avoid the monotony in the classroom. Here are some characteristics of media that help in teaching learning that stated by Patel, M.F., & Jain, P. M. (2008: 66):

a) Supplement Oral Teaching :

Commonly the teachers explain the materials to the students verbally. The verbal statements do not explain view points so that it is important to use media such as audio visual aids to help explain the view points that can not be explain by the teacher.

b) Audio Visual Aids as Motivator :

The audio visual aids not only as assist for teacher in delivering the lesson, but it also can motivate the students in learning process. The use of

audio visual aids makes the students interest to the lesson, where they will pay attention about what they hear and see.

c) Prevent Indiscipline and Monotony :

The use of media/teaching aids is not only motivate the students pay attention on the lesson being taught, but also can create new way in delivering the lesson creatively. The teacher can create fun activity using the media in teaching so that the teaching learning be effective, alive and not monotony.

d) Make Learning Permanent :

The use of media in the classroom makes the learning permanent. It is because when applying audio visual aids to the students involve more than one sensory organs that make what they see and hear saving permanently.

e) Save Time and Energy :

The use of media will help the teacher explain the lesson faster rather than without using any aids. It is because the function of the aids choosing can help the teacher cleared the things that he/she wants to explain. It also save the teacher energy where it explained faster.

f) Provide direct Experience :

The media used in the classroom give direct experience to the students. When the teacher use audio visual in learning, the learner will get the experience about what they see and hear. The teacher can bring everything out side into classroom and make the teaching learning meaningful.

B. Multimedia in Teaching English

The use of multimedia in teaching known can help the students in teaching learning. with the use of multimedia, the students will be more active in learning where it attract them and waiting what will the teacher show through the multimedia. Beside assist the teacher in delivering the message of learning, the use of multimedia also can help the learner to work individually with it. There are many function of multimedia in teaching learning that explained below:

1. The use of multimedia in teaching

Numerous researchers have reported on the theoretical constructs that support the use of multimedia technology for EFL instruction, Mayora, C. A. (2006: 15) cited in Jonasen, et al (2000). 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, Mayora, C. A. (2006: 16) cited in Anderson, et al (2006).

The literature that deals specifically with the use of videos in the foreign language class-room also indicates many benefits in teaching learning. Here are some example of the use of videos, Mayora, C. A. (2006: 16) cited in Ambrose, et al (2002):

- a) be more appealing and entertaining for the students than audio exclusive materials;
- b) expose students to authentic language in natural situations;
- c) provide a situational and visual context to language interactions; and
- d) Expose students to authentic nonverbal (body language, cultural traditions) and verbal (register, colloquial speech) elements of language.

The use of videos gives audio visual experience to the learner. The students not only experienced with the sounds from the video but they also can see the body language and situation in the video. The use of videos entertain the students in learning.

2. 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 conducive 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.

In multimedia learning the learner engages in three important cognitive processes. The first cognitive progress, selecting, is applied to incoming verbal information to yield a text base and is applied to incoming visual information to yield an image base. The second cognitive process, organizing, is applied to the word base to create a verbally-based model of the to-be-explained system and is applied to the image base to create a visually-based model of the to-be-explained system. Finally, the third process, integrating, occurs when the learner builds connections between corresponding events (or states or parts) in the verbally-based model and the visually-based model. The model is explained

more fully in Mayer (1997), and has generated a series of experiments yielding five major principles of how to use multimedia to help students understand a scientific explanation. Each principle of multimedia design is subject to further research.

a) Multiple Representation Principle.

The first principle is simply that it is better to present an explanation using two modes of representation rather than one. For example, students who listened to a narration explaining how a bicycle tire pump works while also viewing a corresponding animation generated twice as many useful solutions to subsequent problem-solving transfer questions than did students who listened to the same narration without viewing any animation (Mayer & Anderson, 1991, 1992). Similarly, students who read a text containing captioned illustrations placed near the corresponding words generated about 65% more useful solutions on a subsequent problem-solving transfer test than did students who simply read the text (Mayer, 1989; Mayer & Gallini, 1990). We call this result a multimedia effect. The multimedia effect is consistent with a cognitive theory of multimedia learning because students given multimedia explanations are able to build two different mental representations--a verbal model and a visual model--and build connections between them.

b) Contiguity Principle.

The second principle is that students better understand an explanation when corresponding words and pictures are presented at the same time than

when they are separated in time. For example, students who listened to a narration explaining how a bicycle tire pump works while also viewing a corresponding animation generated 50% more useful solutions to subsequent problem-solving transfer questions than did students who viewed the animation before or after listening to the narration (Mayer & Anderson, 1991, 1992; Mayer & Sims, 1994). Similarly, students who read a text explaining how tire pumps work that included captioned illustrations placed near the text generated about 75% more useful solutions on problem-solving transfer questions than did students who read the same text and illustrations presented on separate pages (Mayer, 1989; Mayer, Steinhoff, Bower, & Mars, 1995). We call this result a contiguity effect, and similar patterns have been noted by other researchers (Chandler & Sweller, 1991; Sweller & Chandler, 1994; Sweller, Chandler, Tierney and Cooper, 1990; Paas & Van Merriënboer, 1994). This result is consistent with the cognitive theory of multimedia learning because corresponding words and pictures must be in working memory at the same time in order to facilitate the construction of referential links between them.

c) Split-Attention Principle.

The third principle is that words should be presented auditory rather than visually. For example, students who viewed an animation depicting the formation of lightning while also listening to a corresponding narration generated approximately 50% more useful solutions on a subsequent problem-solving transfer test than did students who viewed the same animation with corresponding on-screen text consisting of the same words as the narration (Mayer & Moreno, in press). Sweller and his colleagues call this a split

attention effect (Chandler & Sweller, 1991; Mousavi, Low & Sweller, 1995; Sweller, Chandler, Tierney and Cooper, 1990). This result is consistent with the cognitive theory of multimedia learning because the on-screen text and animation can overload the visual information processing system whereas narration is processed in the verbal information processing system and animation is processed in the visual information processing system.

d) Individual Differences Principle.

The fourth principle is that multimedia effects, contiguity effects, and split-attention effects depend on individual differences in the learner. For example, students who lack prior knowledge tended to show stronger multimedia effects and contiguity effects than students who possessed high levels of prior knowledge (Mayer & Gallini, 1991, Mayer, Steinhoff, Bower & Mars, 1995). According to a cognitive theory of multimedia learning, students with high prior knowledge may be able to generate their own mental images while listening to an animation or reading a verbal text so having a contiguous visual presentation is not needed. Additionally, students who scored high on tests of spatial ability showed greater multimedia effects than did students who scored low on spatial ability (Mayer & Sims, 1994). According to a cognitive theory of multimedia learning, students with high spatial ability are able to hold the visual image in visual working memory and thus are more likely to benefit from contiguous presentation of words and pictures.

e) Coherence Principle.

The fifth principle is that students learn better from a coherent summary which highlights the relevant words and pictures than from a longer version of

the summary. For example, students who read a passage explaining the steps in how lightning forms along with corresponding illustrations generated 50% more useful solutions on a subsequent problem-solving transfer test than did students who read the same information with additional details inserted in the materials (Mayer, Bove, Bryman, Mars & Tapangco, 1996; Harp & Mayer, 1997). Sweller and his colleagues refer to this as the redundancy effect and they have found a similar pattern of results (Bobis, Sweller & Cooper, 1993; Chandler & Sweller, 1991). This result is consistent with a cognitive theory of multimedia learning, in which a shorter presentation primes the learner to select relevant information and organize it productively.

3. Educational Media in Curriculum and Instruction

The educational media can be divided into four categories (Laurillard, 1998) in Inoue, Y. & Bell, S. T. (2006: 33): first, Descriptive (both teacher's and student's conceptions are accessible to the other, and both topic and task goals can be negotiable); second, adaptive (teacher can use the relationship between his or her own conception and the student's conception to determine the task goals for the continuing dialogue, in the light of the topic goals and previous interactions); third, interactive (at the level of actions, the students can act to achieve the task goal); and fourth, reflective (teachers must support the process by which students link the feedback on their actions to the topic goal).

Keeping these categories in mind, Laurillard (1998) classifies the teaching media as follows:

- 1) Audio-visual media: Include print (both text and graphics), audiocassette, audio-visual (an audio-cassette talking accompanied by separate visual material), broadcast television, and videocassette.
- 2) Hypermedia: Computer-based software system for organizing and storing information to be accessed inconsequentially, such as hypertext and multimedia resources.
- 3) 'Interactive media: Computer-based simulations (programs that embody some model of an aspect of the world, allow the user to make inputs to the model, run the model, and display the results)
- 4) Adaptive media: The main difference between the tutoring system and the tutorial simulation lies in the fact that the teacher's conception is expressed explicitly in the former.
- 5) Discursive media: Bring people together for discussion. They are grouped under the generic category "teleconferencing," or "conferencing at a distance."

As stated by Laurillard above, there are some kinds of teaching media classification. In this research, the multimedia being observed by the researcher in SMP Immanuel Pontianak is belongs to two kinds of classification above that is audio-visual media and hypermedia. Where the teacher used videos and computer software in teaching learning process.

Every teacher faces at least the following four common areas of concern that must be addressed: (1) Preparing and organizing courses,(2) teaching and providing assignments, (3) assessing student learning, and (4)evaluating the effectiveness of teaching (Wiersma, 2000). Based on the four common areas

that always faces by the teacher in conducting teaching learning above, it is important to know the teacher preparation and implementation by using a survey research. Survey research is probably the single most widely used research tool in educational research. Survey research typically uses questionnaires or interviews for data collection. The survey research developed a survey questionnaire, and the Committee on Human Research Subjects (CHRS) reviewed it to ensure that the rights of the participants were protected. The survey based on the procedure described in the following steps (Wiersma, 2000):

- a. What applications of technology have you integrated into your instruction?
- b. What was the outcome?
- c. In what way do you use technology to teach in the classroom?
 - Have the computer and projector available to show diagrams and Web pages. More often I am arranging for movies on DVD so that I don't have to pack a VCR.
 - Slides or transparencies are widely used, as well as some PowerPoint presentations.
 - Almost all classes involve some digital presentations. TV, VCR, CD or cassette, overhead projector, the Internet, Web site, Web board, and e-mail — all teaching tools utilized for instruction.
 - The only technology I use directly for instruction is an overhead projector.
 - Videos and slides, in addition to computer-generated class notes, are used on a daily basis.
 - Utilize computer-assisted instruction (students have an option of using computer-based tutorials)
- d. In what way do you use technology to evaluate or assess student performance?
 - Provide personal e-mail critiques of assignments. Exams are machine-scored.
 - Use Excel software to calculate grades and calculate norms of performance by each group.
 - I have been a user of scan torn sheets for classes; assignments are handed in as files on floppies.
 - Using Excel spreadsheet simplifies calculating grades and printing progress reports.
 - Use electronic portfolio assessments and computerized testing
- e. What are your concerns regarding multicultural education and technology?

- Finding images that represent life or activities in the islands or cultures of the area. Most clip art is western-based, showing whites, blacks, a few Asians, but seldom-pacific islanders.
 - Video presentations can help project students into other cultures and ways of looking at things
 - Any concern we have with multicultural education can also be a technology concern. One problem is access to useful, global information for students in developing countries, and the concern associated with that is that someone can be misusing the tool and biasing the information.
- f. In what way do you think we can improve teaching with technology?
- What we need more of is effective learner-centered pedagogy, not technology.
 - Technology is a great tool for instruction, but there still needs to be a good human teacher in the mix.
 - If we remember that the goal is student learning and not jazzy technological displays, with technology, we can improve as teachers because we can deliver the material more effectively.
 - The material still needs to be of good quality and pedagogically sound.
 - Either upgrade the technology skills of a large percentage of the faculty, or dispense with their services in order to accommodate the hiring of faculty with current skill sets.
 - Create technologically enhanced classrooms widespread throughout the university. Faculty development should focus on developing a climate of enrichment.

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

- 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.

5. Advantages and disadvantages of using Multimedia in Learning

Townsend & Townsend (1992: 179) cite six benefits of multimedia in the teaching/learning situation. These include:

- 1) multimedia reaches the senses, which enhances learning as it can be tailored to the learning style of individuals;
- 2) multimedia encourages and validates individual self-expression by allowing students to decide how they assimilate information,
- 3) multimedia gives a sense of ownership as individual students actually create what they learn;
- 4) multimedia creates an active, not passive, atmosphere for learning, which forces students into participation and interaction with presented material.
- 5) Multimedia acts as a catalyst for communication between students and between students and instructors; and

- 6) the use of multimedia is already within the day-to-day environment of most individuals from automatic bank tellers, to video games and television and most individuals can relate to the technology.

From the benefits stated above, the multimedia, besides attract the students to focus on the lesson, it also can enhance the learning, create a fun atmosphere in learning, the students also can be an individual learner even still assist by the teacher.

Bruder (1991) in Snyder. L.T. (1996: 179). also suggests that an important benefit of multimedia is that it is fun to participate in as either a receiver or presenter of information. Reinhardt (1995) in Snyder. L.T. (1996: 179) also identifies ways in which multimedia can enhance teaching and learning. He specifies that: (1) multimedia can boost curiosity, creativity, and teamwork amongst participants. (2) Multimedia can change the role of teacher from the traditional role of omniscient ruler to that of a tour guide. (3) Using multimedia can rein still the apprenticeship model of learning. (4) Multimedia can increase access to information. (5) Multimedia can provide a richer environment to penetrate “media overload”, and (6) multimedia can break down the wall of the classroom.

From the advantages of using multimedia above, the educators should consider how it works to students performance in teaching learning process. The students not only get the materials or knowledge from the teacher, they also can collaborate with the teacher in teaching learning process. The students also more focus and make the teaching learning process meaningful.

Advantages of using technology in teaching: First, it definitely captures the interest of students. They have grown up with TV, video games, and more.

They enjoy using a computer or anything electronic that they can interact with. Consequently they are very comfortable with technology. Second, information from the Internet is newer than anything written in a textbook or encyclopedia, but must be verified for accuracy and accountability. Third, teachers who have learned how to use multimedia and technology in general are thought of as being up to date. Students of today prefer to be entertained while they learn.

Besides the advantages of using multimedia states above, there are also some disadvantages of using it. The disadvantages of using technology in teaching are:

- 1) First, many teachers at all levels of education are not familiar with technology in general and are hesitant to become involved. Some even prefer not to change how they teach at all.
- 2) Second, schools purchase computers and forget training, which will play a significant role in teachers being willing to use technology and ultimately the success of the investment.
- 3) Third, another common practice that a lead to a disadvantage in using technology is that as the equipment ages, parts need replacement or whole systems need replacement. Being able to keep the hardware and software up to date is not inexpensive. Schools that have a standard replacement policy seem to function very well. One example would be for each year, a select number of items are to be replaced.

C. Teaching English Using Multimedia in SMP Immanuel Pontianak

English is one of the subjects that available in curriculum of SMP Immanuel Pontianak. As one of the subject that available in curriculum, English is being

taught once a week to the students and it also thought to the students grade seventh, eighth, and ninth.

SMP Immanuel Pontianak provides Multimedia lab in teaching learning process. The teacher in SMP Immanuel used Multimedia lab in teaching learning process. Almost all teachers with different subjects of lesson in used Multimedia lab in teaching to help them in delivering the lesson. The teachers of English subject sometimes also used the multimedia lab or just bring the multimedia devices to the classroom in order to give the lesson to the students. Besides as the media to deliver the lesson, the multimedia used by the teacher also purposed to make the teaching learning process being fun and meaningful.

In this research, the researcher investigates two teachers in SMP Immanuel Pontianak that teaching English using multimedia. The teachers that being investigated was the teacher of grade seventh and eight academic years 2011/2012. The teacher has no regular schedule in using multimedia in teaching learning, teacher sometimes used it once a week and sometimes not used it for a month.

The devices of multimedia in SMP Immanuel were varied; they were TV, DVD, Tape recorder, Computers, and Laptop. From the kinds of multimedia that available in SMP Immanuel, the tools that commonly used were laptop and projector. The teacher presents some videos to get attention of the students and also used power point in teaching learning process to explain the materials.

1. Preparation in multimedia teaching

In teaching learning process, a preparation before conducting the teaching activities is needed for each teacher. A preparation before teaching hold main important role to guide the teacher planning the activities in the

classroom. In SMP Immanuel Pontianak, the teachers preparing the materials before the learning process.

In teaching learning using multimedia, the teacher find appropriate materials to apply in multimedia that being used. A preparation here becomes more important where the teacher need to find the materials for teaching learning. There are many kinds of materials that search by the teacher for example downloading videos from internet, pictures, animation, audio files, articles and many more. For listening subject, the teachers of SMP Immanuel Pontianak already have the materials that available from school, so they don't need to find other audio materials. After finding the materials, the teacher needs to organize it. An organizing process is also important in making a good material in multimedia teaching. The teacher decides which materials that appropriate in each stages of learning to get the students attention and make them active.

The ability of using the devices of multimedia is also must be aware by the teacher to select the devices that will be used. It is important for them to master how to use it in order to overcome troubles happening during the teaching learning process. In SMP Immanuel Pontianak, the teacher given socialization of the media that available in school especially new media, So that all teachers in SMP Immanuel Pontianak are know how to use the multimedia.

2. Teaching activities using multimedia

Teaching activities is the main parts of teaching. The teacher should decides what activities that going to be apply in each meeting in the English class. In using multimedia for teaching, the teacher of SMP Immanuel Pontianak apply it in some

stages. The multimedia used in the pre-activities, whilst-activities and sometimes in post-activities.

The teachers always used the multimedia for example video in pre-activities to get the students attention and to see the students' prior-knowledge about the lesson being taught.

In whilst-activities, the teacher uses power point to explain the materials to the students. The students sometimes present their power point in front of the class. The teacher seldom uses multimedia for the assessment.

For post-activities, the teacher sometimes asks the students to search the materials from internet and make it to power point to present in front of the classroom the teacher sometimes. The students also sometimes asked to make video from the topic selected by the teacher for example a video about procedure text, the students creatively videotape their activities step by step how to make something.

The activities given through multimedia is good enough to attract and get students' attention and be active in teaching learning process. The teacher must creative enough to apply the activities that fun and joyful so that the learner easier to receive the lesson that deliver by the teacher.