# THE APPLICATION OF MULTIMEDIA INTO ENGLISH TEACHING

## (The Case of the Eighth Grade Students of SMP Salafiyah Pekalongan in the Academic Year of 2014/2015)

A final project
submitted in partial fulfilment of the requirements
for the degree of *Sarjana Pendidikan*
in English

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ii

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**THE APPLICATION OF MULTIMEDIA INTO ENGLISH TEACHING**

**(The Case of the Eighth Grade Students of SMP Salafiyah Pekalongan in the Academic Year of 2014/2015)**

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iii

**"Study the past if you would define the future."**

**(Confucius)**



**"The dream is amidst the sweat, like a flower that blooms bit by bit. All that hard work never let you down"**
**(AKB48)**



to my family and great people around me;
thank you for all the kindness

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Muhammad Jamaluddin

# ABSTRACT

The application of multimedia in the teaching has become a common thing these days. This research was aimed at finding out multimedia advantages and advantages in the English teaching and learning process. Student's perceptions towards multimedia are also studied. This research was conducted by using a descriptive method. The source of the data was the teacher and students' activities, or behaviors during the English teaching and learning process. The data were collected with (1) Field note, (2) Observation sheet, and (3) Questionnaire.

The field note contains all the activities happened in the classroom, the data were then analyzed based on four aspects defined by Xu (2010) regarding the necessity of multimedia technology implementation into English teaching. According to Xu, multimedia application is necessary to cultivate students' interest in study, promote students' communication capacity, widen students' knowledge to gain an insightful understanding to western culture, and improve teaching effect.

The result of the study showed that multimedia application in English teaching brought more benefits than harm such as motivating students and enriching the teaching content. In line with this, students' perception to the use of multimedia in English teaching were mostly positive. Students were interested in the teaching and focused on the lesson. They also could understand the teacher's instruction and explanation well. However, multimedia application also had some disadvantages. Good management and maintenance of classroom equipment were needed for those who apply multimedia in the teaching. The teacher should be able to operate the teaching equipment well in order to avoid wasting too much time to prepare and operate the teaching equipment.

Dealing with the result of the study it is suggested that (1) teachers need to have knowledge regarding multimedia and teaching equipment, (2) all the elements in the classroom, including teachers and students need to take good care of the teaching equipment.

# TABLE OF CONTENTS

# LIST OF TABLES

**Table**

# LIST OF APPENDICES

**Appendix**

# CHAPTER I

# INTRODUCTION

## 1.1    Background of the Study

The development of technology also leads advancement in another field, including education. By utilizing the new technologies, teachers are able to reach a wider ways of teaching media and environment. One of the most commonly used is multimedia technology.

According to Nusir et al. (2012:18), multimedia has the potential to create high quality learning environments, with the capability of creating a more realistic learning context through its different media. The combination of computer, audio, video, and text became a teaching media with enormous potential. For instance, text does not simply allow students to get the teacher's explanation; yet animated video or catching graphics would give illustration to the materials explained.

By applying multimedia into teaching, the communication of the information becomes an effective instructional medium for delivering information. Mishra and Sharma (2005:147) stated that interactive learning multimedia could give good effects on cognitive load on teaching, training, and learning. Students can gain much information at once from the multimedia. The innovative media such as pictures or videos can relieve students from screens of text and stimulates the eye, even if the images have little pedagogical value.

Despite having some advantages, there also some difficulties in applying multimedia into teaching. Such as problems related to preparation of the

multimedia and utilizing the multimedia itself. This has to be a consideration in choosing and managing multimedia usage.

Implementing a multimedia component into classroom involves a completely different set of skills than that of usual classroom teaching. Traditional teaching system were developed and adjusted into the current multimedia technology progress. This is in line with Wang (2008:135), teachers should adjust their teaching to meet the need of society and be equipped with knowledge and skills of the computer technology. Nowadays teachers are facing the coming of e-generation and significant change of current language teaching and learning environment, and should be accustomed to it.

In their survey, Son et al. (2012:34) found out that Indonesian teachers' basic computing skills are generally high but their frequency of using computer applications is very limited types of applications such as word processing. Indonesian teachers have rather the minimum skill of computer and technology usage. Teachers' actual competence and operational skills should be carefully considered in the design and implementation of teacher training programs. Teachers have to learn to use many applications and software if they want to enrich their teaching.

Of course, this is not an obligation for all teachers to teach using the latest multimedia and technology development, in fact, some teachers still teach using the conventional teaching and it is still effective in some ways. Nevertheless, by following the technology development, teachers can make the teaching environment better and more attractive than teaching without it.

On the other hand, technologically inexperienced teachers, lacking of control over the technology, will find this task uncomfortable and troublesome. As a result, the teaching become inefficient and bothers both the teacher and students. Problems could occur not only from the teacher but also the students; some students may use their time to chat among others while the teacher explains using multimedia.

Using multimedia sure has its advantages and disadvantages, using any media and teaching methods will have its own advantages and disadvantages. After all, teaching is more than an effort to pour quantities of knowledge into student heads, and good teaching involves a variety of methods which should be used as the situation demand (Santi 2009:2).

## 1.2　Reason for Choosing the Topic

The application and integration of multimedia in classroom situation has become a typical focus of many previous studies. Therefore, this study would elaborate this topic by giving description of advantages and disadvantages in using multimedia. The data obtained in this study can enrich information and literature related to multimedia application and English teaching and learning in general.

## 1.3    Statements of the Problem

Based on the background of the study, the statements of the problem in this study are:

(1) What are the advantages and disadvantages of multimedia application for teaching the eighth graders of SMP Salafiyah Pekalongan?

(2) What are the perception of the eighth graders of SMP Salafiyah Pekalongan toward the multimedia application?

## 1.4    Objectives of the Study

The objectives of the study are:

(1) to point out and describe the advantages and disadvantages of multimedia application for the eighth graders of SMP Salafiyah Pekalongan, and

(2) to describe the perception of the eighth graders of SMP Salafiyah Pekalongan toward the multimedia application.

## 1.5    Significance of the Study

The research intends to be able to provide some significant contributions to English language teaching and learning as follows:

(1) Theoretical Significance

The finding of the research will give description advantages and disadvantages in applying multimedia into teaching and therefore will be a

consideration in selecting, developing, or applying multimedia into teaching.

(2) Practical Significance

For Students, the findings of the research are expected to motivate them to adapt and be accustomed to the media used by the teacher.

For teachers, the findings of the research are supposed to be able to make the teachers aware of the students' perception of multimedia application.

For researchers, this research can enrich literature or became a reference to conduct similar research in other places or different research in the same place.

## 1.6 Outline of the Study

This Final Project consists of five chapters. Chapter I is introduction, which covers background of the study, reasons for choosing the topic, statements of the problem, objectives of the study, significance of the study, and an outline of the study.

Chapter II is Review of Related Literature. It discusses previous studies and some theories and ideas related to the study.

Chapter III is Research Method in which the research methods used in conducting this study depicted in detailed. It covers research approach, object of the study, source of data, data collection, and data analysis.

Chapter IV is Findings and Discussions. The research findings are analysed and interpreted in this chapter.

The last Chapter, Chapter V is the summary of the study. It presents the conclusion of the study and some suggestions based on the study.

# CHAPTER II

# REVIEW OF RELATED LITERATURE

## 2.1    Review of Previous Studies

Teaching and learning are a complex yet necessary activity in which it is the process of transfer knowledge from the teacher to students. Teachers need to provide students with lessons that are not only well-structured but also interesting and enjoyable, as students who are interested in enjoy what they are studying and so it will make a better progress in students' learning.

Furthermore, there also other matters that could affect the teaching learning process, such as the material, teaching media, method of presenting material, classroom organization, students' motivation, etc. Various factors affect the classroom teaching and learning process, one of which is teaching media.

Several studies had been conducted studying about teaching media and specifically using multimedia to teach English; Febriyanti (2012) conducted a research of multimedia application into teaching. In this action research, Febriyanti elaborated the utilization of multimedia teaching aids to improve the quality of speaking in teaching and learning process.

The Data were obtained through observation, interview, and tests. This study revealed that implementation of multimedia teaching aids could improve both the quality of the speaking teaching and learning process and the quality of the students' speaking ability. It also revealed that students became more active

than before and all students were involved in teaching learning process and improved their speaking ability as well.

In this study, there were two types of data collected, namely qualitative and quantitative data. The qualitative data were used to describe the progress of the actions. These data were obtained from the daily observation and interviews. Meanwhile, the quantitative data were in the forms of number and percentage to support the qualitative one. The quantitative data were obtained by doing pre-test and post-test. These data also were analysed by using the *t-test* Statistics.

Another similar study was conducted by Boulter (2007). Boulter studied about the application of multimedia, specifically on the extent of ESL/EFL teachers in using multimedia for university level of non-English speaking country. The methods used are both quantitative and qualitative research method.

One hundred and seventy-nine English-language teachers from five universities in Asia-Pacific region were interviewed and data were collected on their use of multimedia. Results showed that even with adequate access to hardware, software, technical support and computer professional learning, most teachers in the study made limited use of multimedia in the classroom.

This study proved that teachers typically resisted change both personally and professionally. Data in this study showed that even with extensive, well-maintained, and supportive network of technology in place, teachers tended not to use the tools provided. After considering all the literature and scrutinizing the data collected in the study, it is clear that teachers' change is a decidedly slow progress.

The studies above are examples of some studies investigating the application of multimedia into English teaching. Still the same yet different from the studies above, there also other studies investigating the application of multimedia into English teaching but the focus of the study are the advantages and disadvantages of using the multimedia itself.

A research conducted by Puteh and Shukor (2010) analyzed the integration of multimedia element in classroom teaching among TESL (teaching English as second language) teacher-trainees. Quantitative research methodology was used in this study. The data were taken from a set of questionnaire given to 50 TESL teacher-trainees from Universiti Teknologi Malaysia.

The study found out that there are many advantages of integrating multimedia in classroom teaching. Here are the advantages of integrating multimedia into teaching according to Puteh and Shukor's study:

(1) The students are motivated to learn when they incorporate multimedia in the lesson.

(2) The lesson becomes more interactive and appealing to the students.

(3) Attracts students' attention and at the same time aids their comprehension of the lesson.

(4) Students are able to retain the information present because the integration of multimedia will activate and stimulate the memory process.

(5) The students participated actively in the classroom as the multimedia activities reduce the anxiety level among them.

(6) Students were also able to answer the exercises given easily.

The following study conducted by Fang (2010) focused on how multimedia can play an important role in EFL classrooms. Fang analysed the weakness and the strength of CALL as well the effective teaching ways on how to effectively use multimedia in the classroom.

For the strength of multimedia Fang gave three points which emerged: High effectiveness, material diversity, and high efficiency. As for the weakness of using CALL multimedia, Fang stated that there are two factors affecting it, they came from the students or the teacher.

Fang concluded that multimedia English teaching is a recent technique with both strengths and weaknesses. Teachers, who are regarded as the most important factor in instruction effectiveness, need to make full use of multimedia to create an authentic language teaching and learning environment where students can easily acquire a language naturally and effectively.

Fang also found out that although multimedia can take the place of some of teacher's functions, it cannot totally replace teachers as far as the whole class is concerned. Teachers are expected to carefully plan lessons that include the content of the lesson, the objective of the class, the methodology he or she will use, as well as the selection of the complementary teaching materials and media.

There also a paper by Pun (2013) studied the use of multimedia technology in English language teaching. This paper analysed the use of technology to English language teaching in the non-native speaking countries and to bring out the problems faced by both teachers and learners of English.

Pun found out that teachers should create a favourable environment for English language teaching, which should be based on the availability of information and teaching materials. While using multimedia technology in teaching if students are not too dependent on their mother tongue, they should be motivated to communicate with each other in English. The process of English learning should be student-centred and less time-consuming.

The utilization of multimedia technology can fully improve the students' thinking and practical language skills. Overall, the non-native speakers of English as language teachers can teach English efficiently if they use multimedia technology.

There are many aspects that could be observed and analyzed in the application of multimedia into teaching; however, none of these studies deal with both advantages and disadvantages for students to be taught using multimedia and exploring their perception and preference towards it, especially focusing in eight graders. Regarding these findings, this case needs to be studied as it also concern with the English teaching and learning field.

## 2.2 Review of Related Literature

### 2.2.1 *Multimedia*

Multimedia, a term that is familiar in nowadays live, as it holds important role in our daily live. Multimedia is used in almost aspects of human's life, with the development of technology, it makes multimedia necessary to be applied effectively so multimedia could develop and become easier to use.

The forms were developing according to human needs and thus multimedia was applied in our daily life from business, health, house, public place, and in education as well.

In term of education, multimedia usually referred as technological teaching aids that can be applied during the teaching and learning process. There are many kinds of multimedia that can support the teaching and learning process, such as animation, video, film, graphics, text, etc.

2.2.1.1 Definition of Multimedia

Multimedia could also be called as multiple media, or simply said utilizing the combination of one or more media at the same time. As suggested by Reddi (2003 in Mishra and Sharma, 2005: vii):

> '… 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 elements can provide individually.'

The utilization of multimedia gives us an image of using the multiple media in one system or medium to get several benefits from it. Simply said that one media is effective in one aspect or element, the more media used could cover more aspect that could not be achieved by using one media. A mere text can give an image of an airplane, but a combination of text about airplane, the image of the airplane and perhaps even the sound of an airplane will surely give further explanation of what airplane is.

In this case; however, the more media used means the more skill and mastery of the software or multimedia has to be had by the educator. To put it simple, the educator has to be wise in selecting the appropriate and fitting with their skill and need or their learning target.

Cutting (2011:17) stated that the advancement of technology demands computer that is being used for multimedia purposes to develop as well. The computer gets more and more sophisticated and has many functions. Now, almost all kind of media could be presented or realized through computer.

The term of multimedia adopted in this research is software which is used in the learning process. The software consists of combination of texts, sounds, animation, and videos, or simply called Audio-visual media.

2.2.1.2 Instructional Media

Another term of instructional media is educational media; any media used in classroom context in which the purpose is to improve the students' involvement is referred as instructional media. The use of media as teaching element is to attract students' participation in the teaching and learning activities.

In the relation with multimedia, SEG Research (2008:7) stated that applying multimedia in classroom situation would work only if the students attracted to and following the lesson. It means that the media provided have to be attractive without any unnecessary material that could decrease students' focus.

Onasanya (2004:128) gave example of instructional media in the following categories: print media, non-print media, audio media, audio-visual

media, and non-electronic media. The forms of instructional media surely are wider than that have been explained by Onasanya and perhaps the form will increase in line with development of technology.

From the discussion above, it can be concluded that educational media are any supporting materials, methods, or techniques for transmitting or delivering messages and making the subject content easy to understand.

2.2.1.3 Audio-visual media

Sanaky (2009 in Wahyuningsih, 2011:12) defines audio visual media as a set of tools which could project images and sounds. Audio-visual media derived from combination of audio and visual media. This enable students to see and listen to the teaching and give amount of teaching possibilities. Sowantharya et al. (2014:385) gave some examples of audio-visual media application into teaching. They are: News Bulletins, Chat shows, Movies, Speeches, and Documentaries. There also other kinds of audio-visual media and it can be implemented in the classroom.

### 2.2.2   *Perception of the students*

Students have their own perception of teacher's teaching. Whether they are satisfied, annoyed, disturbed, have fun or not feeling anything at all will affect the teaching-learning process. The teacher and students may differ in their perception of effective teaching technique or media, still, students' perception of teacher's

teaching media is important as it can be used as feedback to make better teaching learning environment.

### 2.2.3 Teaching using multimedia

There are some studies discussing about the use of multimedia in teaching. Khasanah (2012) examined the use of Winamp Minilyrics to improve students' ability In writing narrative. From her study, it was found that there is a significant improvement of students' vocabulary mastery when they are taught using Winamp Minilyrics.

Another study conducted by Amnesti (2012) investigated the use of Movie maker Digistory in writing recount. The result shows that by using Movie Maker Digistory, the lesson become more attractive and unique than the usual teaching. Students are felt interested and motivated to write recount text.

From these two studies, the use of Movie Maker Digistory and Winamp Minilyrics gives positive effects on the teaching. Different media could be applied in different learning situation or teaching methods. Teachers have to conform with it as using media have many advantages.

Alessi and Trollip (2001 in Reswari, 2012:13) mentioned one of the advantages in applying multimedia into teaching, which is materials using interactive learning multimedia have logistical benefits. The materials will be cheaply produced, easily distributed, and conveniently used. With materials in the form of multimedia, teachers would need less time to produce and distribute the material to the students. As seen in the previous studies, there are many

advantages and disadvantages occur in the application of multimedia into teaching. They are somewhat different as many factors are affecting them.

There are many kinds of multimedia, Hartoyo (2012:195-216) gives some examples of utilizing multimedia in teaching and learning process, they are PowerPoint, adobe flash, CALD, TOEFL preparation, and Encarta encyclopedia. There are many forms and types of multimedia that can be used. Teachers should consider which media suitable for their learning objective and the suitable principle for the students.

## 2.3    Conceptual Framework

There are many factors affecting the teaching and learning process such as the teacher, students, media, place, material, teacher's technique etc. Those factors have to join and work as a unity not separately. Media is seen as one factor that determines the success of the teaching and learning process especially English teaching learning process.

Media can grab students' attention, motivation, and interest. The more attractive media is used the more students' interested will be. Such media needs high technology and teacher's proficiency of the media. Implementing a newly improved media will surely meet some problems related to the teaching.

Xu (2010) analyzed that there are four reasons why the multimedia application is necessary to be applied in classroom situation, they are: (1) to cultivate students' interest in study, (2) to promote students' communication capacity, (3) to widen students' knowledge to gain an insightful understanding to

western culture, and (4) to improve teaching effect. In this study, the four reasons mentioned were thus used as the main aspects to analyse advantages and disadvantages of multimedia application.

# CHAPTER III

# METHOD OF INVESTIGATION

## 3.1    Research Approach

The study attempts to describe students' advantages and disadvantages related to teaching using multimedia and students' perception toward teaching English using multimedia through observation in the real classroom situation. The data were taken from classroom observation and field note of the class activities. Questionnaire was also used as source of data for the study. The results; Therefore, were presented in the form of description and analysis of media advantages and disadvantages with calculation of students' perception were presented in the form of percentage.

Thus, qualitative approach was applied in this study. Mack et al. (2005:1) says: "the strength of qualitative research is its ability to provide complex textual descriptions of how people experience a given research issue." Along with this line, the outcome of the qualitative study can preserve chronological flow to see precisely which events lead to which consequences and derive distinct explanations. Therefore, since this study's objective was to describe students' advantages and disadvantages of using multimedia in the real teaching situation, the result were conducted qualitatively.

**3.2    Object of the Study**

Object of the study is the source from whom or which the data were obtained. The focus objects of this study are advantages and disadvantages of English teaching using multimedia for eighth grade students of SMP Salafiyah Pekalongan in the Academic Year of 2014/2015.

The population of the study, the group of interest to the researchers, the group which he or she would like the result of the study to be generalized (Gay, 1987 in Maghfur, 2014:32) was the eighth grade students of SMP Salafiyah Pekalongan in the Academic Year of 2014/2015. The total students of the eighth graders were 197 students which divided into six classes.

In six classes of the eight grade students; there were about 32 to 34 students. The study was conducted in three classes' selected randomly using random sampling. The class became representative or sample of the whole population due to the limitation of this study.

**3.3    Source of Data**

All the students' activities or behavior during the teaching and learning process were observed. The observation was conducted once for three classes, each lesson lasted for 90 minutes. The observation was held while the teacher was teaching the students using audio-visual media. The data of this study were obtained from several methods, namely: observation, field note, and questionnaire.

### *3.3.1  Observation Sheet*

During the observation process, all activities related to teaching learning process were observed. Observation sheet were used in order to obtain the detail description covering both advantages and disadvantages for each use of media in the classroom. The Observation sheet focuses on some aspects which is possible to be affected by the application of audio-visual media. The numbers of aspects are small in order to gain and give an accurate description of classroom situation.

Xu (2010) stated that there are four factors of multimedia technology necessary to be implemented into English teaching. Those are to cultivate students' interest in study, promote students' communication capacity, widen students' knowledge to gain an insightful understanding to western culture, and improve teaching effect.

Those four factors were used as the main aspects of the observation sheet. The aspects were analyzed to find out whether multimedia application bring benefit to the four aspects or not. The four aspects are: student's interest, student's communication capacity, information of western culture, teaching context.

| | Advantages | Disadvantages |
|---|---|---|
| Student's interest | | |
| Student's communication capacity | | |
| Information of western culture | | |
| Teaching context | | |

**Table 3.1 Four aspects observed in observation sheet**

### 3.3.2 Field Note

Everything that happened in the classroom activity was observed, the teaching-learning process from the beginning until the end of the lesson was noted into observation note. Muswazi and Nhamo (2013:5) stated that note taking could facilitate data analysis and Information related to subject being studied. Field note was used to note the findings and improvement during the teaching learning process of the classrooms activities. The data obtained from field note were possible to cover events or aspects outside the five used in the observation sheet.

### 3.3.3 Questionnaire

A set of questions related to the objectives of the study were given out to the students in the form of questionnaire. The questionnaire was based on the

students' need, interest, like and dislike about the teaching and learning process using audio-visual media.

In order to avoid misinterpretation and misunderstanding the questions were all written in Bahasa Indonesia. The questionnaires were carried out after the classroom has finished. It was used to gather the data of students' perception towards application of audio-visual media. 21 statements, grouped into seven categories were asked to the students. The statements were grouped to make it easier to analyze the result.

| | Sangat setuju | Setuju | Tidak setuju | Sangat tidak setuju |
|---|---|---|---|---|
| A. Students' enjoyment<br>  1. Selama ini media pembelajaran yang digunakan guru Bahasa Inggris menyenangkan<br>  2. Pengajaran dengan media audio-visual lebih menyenangkan daripada pengajaran biasa<br>  3. Saya tidak cepat bosan ketika diajar dengan media audio-visual | | | | |
| B. Teacher's method and instruction<br>  1. Ketika menggunakan media audio-visual, Penjelasan guru mudah dipahami<br>  2. Guru Bahasa Inggris saya selalu mengajar dengan media yang berbeda<br>  3. Saya dapat menjawab pertanyaan guru yang menggunakan media audio-visual | | | | |
| C. Students' motivation<br>  1. Saya lebih semangat belajar Bahasa inggris dengan media audio-visual<br>  2. Saya lebih termotivasi untuk belajar berbicara dengan Bahasa inggris setelah diajar dengan media audio- | | | | |

| | | | | |
|---|---|---|---|---|
| visual | | | | |
| 3. Saya lebih berani untuk bertanya pada guru ketika guru menggunakan media audio-visual | | | | |
| **D. Teaching material** | | | | |
| 1. Materi yang diberikan dalam media audio-visual lebih mudah dipahami | | | | |
| 2. Materi yang diberikan dalam media audio-visual memberikan informasi tambahan yang belum saya ketahui | | | | |
| 3. Materi yang digunakan guru dapat saya buat sendiri atau dapatkan di internet | | | | |
| **E. Sustainability** | | | | |
| 1. Media audio-visual bisa diterapkan untuk pembelajaran yang selanjutnya | | | | |
| 2. Saya tidak keberatan dengan penggunaan media audio-visual secara terus-menerus | | | | |
| 3. Jika media audio-visual digunakan kembali dalam pengajaran setelah ini, cara penyampaian materi harus berbeda | | | | |
| **F. Difficulties** | | | | |
| 1. Latihan yang diberikan lebih sulit ketika menggunakan media audio-visual | | | | |
| 2. Guru butuh waktu lama ketika mempersiapkan pengajaran dengan media audio-visual | | | | |
| 3. Penggunaan media audio visual menjadikan siswa kurang dapat aktif berpartisipasi dalam proses belajar mengajar | | | | |
| **G. Technical matters** | | | | |
| 1. Guru dapat mengoperasikan peralatan pengajaran di kelas dengan baik | | | | |
| 2. Peralatan pengajaran di kelas sudah cukup memadai | | | | |
| 3. Pengajaran dengan media audio-visual cukup dilakukan di kelas dan tidak perlu di lab multimedia | | | | |

**Table 3.2 List of questions in questionnaire**

**3.4     Data Collection**

The process of data collection was conducted through the following steps. After some required data were taken from many reference textbooks which are related to the subject matter and once the permission letter was obtained, the research was conducted; of course this happened after the English teacher agreed to this research.

The students were not informed of what being observed in the study to make them respond, act, or behave as natural as possible. All the activities and important event related to the data needed were noted down. After the classroom activities were obtained, all the students were given questionnaire related to the object being studied.

**3.5     Data Analysis**

As the aims of this study are to describe students' perception of multimedia application and to find out its advantages and disadvantages, qualitative analysis was used. Qualitative analysis was conducted in the real condition or situation where the students' were being taught using multimedia.

The findings were presented by generating from the data of observation sheet, field note, and questionnaire. Observation sheet was used to observe the teaching learning process including the students' activities based on four aspects proposed by Xu. The result would be explained clearly based on the aspects used in making the observation.

Field note were used to describe and analyse the condition of the classroom activities during the observation process. Different with observation sheet, the field note were not based on any aspects, rather the notes contain all the events happened during the teaching-learning process. The field note would give distinct description of how the lesson progress through using audio-visual media.

As for the questionnaire given to the students, twenty one questions were asked. Students were given 4 choices of answers using rating scale. Students' responses towards this research were intended to make a description of their interest, like and dislike, and their impression during teaching and learning process.

After the data were collected, the next step is analyzing the whole data obtained. Through data analysis the interpretations of the findings obtained would be easy to be explained. With those techniques of data analysis, it is expected to give a clear description of the students' advantages and disadvantages and also their perception of using multimedia which takes place in the English classroom. This would be useful for improving our understanding towards the use of multimedia in the classroom situation or give some information related to the teaching-learning process in general.

# CHAPTER V

# CONCLUSIONS AND SUGGESTIONS

## 5.1. Conclusions

Based on the data the result and discussion in the previous chapter the following conclusions are drawn:

The use of audio-visual media have several advantages, it can make students interested and motivated to follow the lesson. The teacher can also use different teaching media in one teaching. Another notable thing is that the teaching materials can easily be stored or shared as the material became portable.

On the other hand, there are some disadvantages of using audio-visual media in a teaching. The teacher using audio-visual media have to be able to operate the teaching media well. Audio-visual media also need to be maintained properly in order to make it usable.

Students perception to the use of audio-visual media in the teaching were various, yet, it can be concluded that students were interested and motivated to the lesson when teacher used audio-visual media. Majority of the students can understand teacher's instruction and explanation well.

## 5.2.    Suggestions

This part presents some suggestions that will hopefully give a new idea regarding research of this topic and provide a good teaching and learning process in senior high schools.

First suggestion is for students. Students have to reduce the negative attitude in class such as not paying attention to the teacher joke around as it can disturb other students and the teaching and learning process. Besides that, students should also be cooperative in taking care of the school facility such as headphones, speakers, or LCD projector as it can help them in comprehending the material and make pleasant learning condition.

Next is for teachers. Teachers can consider the use of multimedia in the English teaching and learning process since the result of the research shows that using multimedia in teaching could support to the English teaching and learning process. However, using multimedia in teaching needs good skill in operating the media. Teachers have to master the media used; otherwise, it will spend a lot of time in preparing the media and presenting the material to the students.

Last but not least for other researchers. It is expected that the result of the study could give an informative data to other researchers who want to conduct similar studies. There are many aspects which could be explored related to this study such as: investigating the frequency of the using multimedia in an academic year for a certain grade, or comparing the number of students' perception in different grade in one school.

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# APPENDICES

**Appendix 1: Field note of VIII D**

Total 34 students (Present: 32 students) (Absent: 2 students)

Date/Time: Saturday, 10th January 2015 / 07.00 - 08.20 A.M

Teacher: Anis Susanah S. Pd.

| Minutes | Activity |
|---|---|
| 1 | - The teacher started the lesson after done preparing the equipment she will use in the teaching. The lesson starts with praying together with students. |
| 2 – 6 | - Teacher started by showing some pictures, she asked the students about the name or title of the picture about folklore. Almost all students could answer correctly for each of the pictures.<br>- Teacher explained about purpose, generic structure and moral value of narrative text. The students focused their attention to the explanation displayed in the projector, some students took notes. |
| 7 – 11 | - The teacher showed a narrative text in the projector entitled Princess Mandalika. The teacher read the story and at the same time translates it herself. The students could only listen and read the text on the projector. |
| 12 - 14 | - The teacher explained about past tense, language feature and moral value of the text using the story of Princess Mandalika as the example. |

| | |
|---|---|
| | - At this point some students started to chat with their friends especially the boys in the corner. This is because the students doesn't feel to be involved in the lesson as the teacher only focused on reading the explanation on the projector. |
| 15 - 19 | - After done with the explanation, the teacher divided students into eight groups.<br>- The students were very noisy when they were being divided into groups, the teacher decided to divide the group according to the place they sit. Each group consisted of 3 to 5 students, after that students were given number from 1 to 5. |
| 20 - 22 | - The teacher distributed a paper to the groups containing list of words that they have to find the meaning in Indonesian. This became group assignment.<br>- The words in the assignment would be used in the next narrative text. |
| 23 – 35 | - The students did the group assignment. They were told to sit facing their group members.<br>- They were discussing and some of them opened their dictionary.<br>- The teacher walked around the groups and answered some students' question regarding the assignment. |
| 36 - 42 | - The teacher explained and then used numbered head together technique.<br>- The students were very noisy when they were fighting over the right to answer the question.<br>- The teacher gave points to the group which able to answer the question correctly. In the end almost all groups have point expect for group one, a group consisted of four boys sitting in the front.<br>- When they were asked by the teacher, they said that no one in the group wanted to answer the questions. |

| 43 – 53 | - The teacher read the difficult words used in the previous assignment and their meaning as the result of previous discussion. <br> - Students then followed the teacher and read the words. |
|---|---|
| 54 - 55 | - The teacher once again distributed a paper containing 10 questions about the next narrative text. <br> - The students were a bit noisy this time. |
| 56 - 61 | - The teacher played an audio file of narrative story entitled Strange Porridge from her laptop. |
| 62 – 66 | - After done listening to the story, the students were asked to answer the questions given to them before. |
| 67 | - The students submitted their work and then the lesson was finished. <br> - The teacher closed the lesson by reviewing the materials given. |
| 68 | - The questionnaire were distributed <br> - The lesson should be ended at 08.23 but it was ended at 08.23 A.M. |

**Appendix 2: Field note of VIII E**

Total 33 students (Present: 31 students) (Absent: 2 students)

Date/Time: Saturday, 10<sup>th</sup> January 2015 / 08.20 - 09.40 A.M

Teacher: Anis Susanah S. Pd.

| Minutes | Activity |
|---|---|
| 1 | - The teacher started the lesson after done preparing the equipment she will use in the teaching. The teacher were late for more than 20 minutes since she had to prepare the paper to be distributed. The lesson started with praying together with students. |
| 2 – 6 | - Teacher started by showing some pictures, she asked the students about the name or title of the picture about folklore. Almost all students could answer correctly for each of the pictures. <br> - Teacher explained about purpose, generic structure and moral value of narrative text. The students focused their attention to the explanation displayed in the projector, some students took notes. |
| 7 – 11 | - The teacher showed a narrative text in the projector entitled Princess Mandalika. The teacher read the story and at the same time translate it herself. The students could only listen and read the text on the projector. |
| 12 - 17 | - The teacher explained about past tense, language feature and moral value of the text using the story of |

**Appendix 2: Field note of VIII E**

Total 33 students (Present: 31 students) (Absent: 2 students)

Date/Time: Saturday, 10th January 2015 / 08.20 - 09.40 A.M

Teacher: Anis Susanah S. Pd.

| Minutes | Activity |
|---|---|
| 1 | - The teacher started the lesson after done preparing the equipment she will use in the teaching. The teacher were late for more than 20 minutes since she had to prepare the paper to be distributed. The lesson started with praying together with students. |
| 2 – 6 | - Teacher started by showing some pictures, she asked the students about the name or title of the picture about folklore. Almost all students could answer correctly for each of the pictures. <br> - Teacher explained about purpose, generic structure and moral value of narrative text. The students focused their attention to the explanation displayed in the projector, some students took notes. |
| 7 – 11 | - The teacher showed a narrative text in the projector entitled Princess Mandalika. The teacher read the story and at the same time translate it herself. The students could only listen and read the text on the projector. |
| 12 - 17 | - The teacher explained about past tense, language feature and moral value of the text using the story of |

| | |
|---|---|
| | Princess Mandalika as the example. |
| 18 | - After done with the explanation, the teacher divided students into seven groups.<br>- The students were very noisy when they are being divided into groups, the teacher decided to divide the group according to the place they sit. Each group consisted of 4 to 5 students, after that students were given number from 1 to 5. |
| 19 - 20 | - The teacher distributed a paper to the groups containing list of words that they have to find the meaning in Indonesian. This became group assignment.<br>- The words in the assignment will be used in the next narrative text.<br>- The students were asked to sit facing their group members. |
| 21 – 32 | - The students do the group assignment.<br>- One student were asked to borrow some dictionaries, the students then very noisy as most of the students wanted to borrow the dictionary.<br>- The teacher walked around the groups and answers some students question regarding the assignment. |
| 33 | - The teacher distributed the paper which contains the next ten questions. |
| 34 - 41 | - The teacher explained and then used numbered head together technique.<br>- The students were very noisy when they are fight over the right to answer the question.<br>- The teacher gave points to the group which able to answer the question correctly, in the end all the groups have points for answering. |

| | |
|---|---|
| 42 – 46 | - The teacher read the difficult words used in the previous assignment and their meaning as the result of previous discussion.<br>- Students then followed the teacher and read the words. |
| 47 - 50 | - The teacher played an audio file of narrative story entitled Strange Porridge from her laptop. |
| 51 –52 | - After finished listening to the story, the students were asked to answer the questions given to them before. |
| 53 | - The students submitted their work and then the lesson was finished.<br>- The teacher closed the lesson by reviewing the materials given<br>- The questionnaire were distributed<br>- The lesson was ended five minutes earlier than it should be. |

**Appendix 3: Field note of VIII F**

Total 34 students (Present: 30 students) (absent: 4 students)

Date/Time: Saturday, 10<sup>th</sup> January 2015 / 09.55 - 11.15 A.M

Teacher: Anis Susanah S. Pd.

| Minutes | Activity |
|---------|----------|
| 1 | - The teacher started the lesson after done preparing the equipment she will use in the teaching. The lesson starts with praying together with students. |
| 2 – 6 | - Teacher started by showing some pictures, she asked the students about the name or title of the picture about folklore. Almost all students can answer correctly for each of the pictures.<br>- Teacher explained about purpose, generic structure and moral value of narrative text. The students were focusing their attention to the explanation displayed in the projector, some students took notes. |
| 7 – 11 | - The teacher showed a narrative text in the projector entitled Princess Mandalika. The teacher read the story and at the same time translates it herself. The students could only listen and read the text on the projector. |
| 12 - 17 | - The teacher explained about past tense, language feature and moral value of the text using the story of Princess Mandalika as the example. |

| | |
|---|---|
| 18 - 19 | - After done with the explanation, the teacher divided students into seven groups.<br><br>- The students were very noisy when they were being divided into groups, the teacher decided to divide the group according to the place they sit. Each group consisted of 4 to 5 students, after that student were given number from 1 to 5. |
| 20 | - The teacher distributed a paper to the groups containing list of words that they have to find the meaning in Indonesian. This became group assignment.<br><br>- The words in the assignment would be used in the next narrative text.<br><br>- The students were asked to sit facing their group members. |
| 21 – 32 | - The students did the group assignment.<br><br>- Some students borrowed dictionaries form other class.<br><br>- The teacher walked around the groups and answers some students question regarding the assignment. |
| 33 | - The teacher distributed the paper which contains the next ten questions for the next narrative text. |
| 34 - 39 | - The teacher explained and then used numbered head together technique.<br><br>- The students were very noisy when they were fighting over the right to answer the question.<br><br>- The teacher gave points to the group which able to answer the question correctly, in the end all the groups got points for answering. |

| | |
|---|---|
| 40 – 42 | - The teacher read the difficult words used in the previous assignment and their meaning as the result of previous discussion.<br>- Students then followed the teacher and read the words. |
| 43 - 47 | - As the stereo in classroom was broken, teacher had to read the story herself. |
| 48 - 49 | - After done listening to the story, the students were asked to answer the questions given to them before. |
| 50 | - The students submitted their work and then the lesson was finished.<br>- The teacher closed the lesson by reviewing the materials given.<br>- The questionnaire was distributed.<br>- The teacher had to finish the lesson earlier as she had some business to do. |

**Appendix 4: Observation sheet of VIII D**

|  | **Advantages** | **Disadvantages** |
|---|---|---|
| **Student's interest** | Almost all students interested and paid attention to the teacher | Some students were joking around with their friends |
| **Student's communication capacity** | No activity related to improving speaking ability since the teacher focused on teaching listening comprehension | No activity related to improving speaking ability since the teacher focused on teaching listening comprehension |
| **Information of western culture** | There is no western culture taught since the teacher uses Indonesian narrative story | There is no western culture taught since the teacher uses Indonesian narrative story |
| **Teaching context** | Teacher could use different ways of teaching | Teacher needed help to play the audio file |

**Appendix 5: Observation sheet of VIII E**

| | **Advantages** | **Disadvantages** |
|---|---|---|
| **Student's interest** | Most of the students focused their attention to the media | Boys group in the corner was not particularly interested to follow the lesson |
| **Student's communication capacity** | No activity related to improving speaking ability since the teacher focused on teaching listening comprehension | No activity related to improving speaking ability since the teacher focused on teaching listening comprehension |
| **Information of western culture** | There is no western culture taught since the teacher uses Indonesian narrative story | There is no western culture taught since the teacher uses Indonesian narrative story |
| **Teaching context** | Teacher could apply different media in one teaching | Teacher needed some time to prepare the teaching equipment |

**Appendix 6: Observation sheet of VIII F**

|  | **Advantages** | **Disadvantages** |
|---|---|---|
| **Student's interest** | Majority of the students listened to the teacher's explanation | A small number of students did not pay attention |
| **Student's communication capacity** | No activity related to improving speaking ability since the teacher focused on teaching listening comprehension | No activity related to improving speaking ability since the teacher focused on teaching listening comprehension |
| **Information of western culture** | There is no western culture taught since the teacher uses Indonesian narrative story | There is no western culture taught since the teacher uses Indonesian narrative story |
| **Teaching context** | The teacher could combine some teaching methods and technique | The stereo were broken so the audio file could not be played |

## Questionnaire

Pilihlah jawaban dengan memberikan tanda centang (√) pada salah satu kolom (Sangat Setuju, Setuju, Tidak Setuju, atau Sangat Tidak Setuju) sesuai dengan pendapat Anda.

| | Sangat setuju | Setuju | Tidak setuju | Sangat tidak setuju |
|---|---|---|---|---|
| 1. Selama ini media pembelajaran yang digunakan guru Bahasa Inggris menyenangkan | | √ | | |
| 2. Pengajaran dengan media audio-visual lebih menyenangkan daripada pengajaran biasa | | √ | | |
| 3. Saya tidak cepat bosan ketika diajar dengan media audio-visual | | √ | | |
| 4. Ketika menggunakan media audio-visual, Penjelasan guru mudah dipahami | | √ | | |
| 5. Guru Bahasa Inggris saya selalu mengajar dengan media yang berbeda | | √ | | |
| 6. Saya dapat menjawab pertanyaan guru yang menggunakan media audio-visual | | √ | | |
| 7. Saya lebih semangat belajar Bahasa inggris dengan media audio-visual | √ | | | |
| 8. Saya lebih termotivasi untuk belajar berbicara dengan Bahasa inggris setelah diajar dengan media audio-visual | | √ | | |
| 9. Saya lebih berani untuk bertanya pada guru ketika guru menggunakan media audio-visual | | | √ | |
| 10. Materi yang diberikan dalam media audio-visual lebih mudah dipahami | | √ | | |
| 11. Materi yang diberikan dalam media audio-visual memberikan informasi tambahan yang belum saya ketahui | √ | | | |
| 12. Materi yang digunakan guru dapat saya buat sendiri atau dapatkan di internet | | √ | | |
| 13. Media audio-visual bisa diterapkan untuk pembelajaran yang selanjutnya | √ | | | |
| 14. Saya tidak keberatan dengan penggunaan media audio-visual secara terus-menerus | | | √ | |
| 15. Jika media audio-visual digunakan kembali dalam pengajaran setelah ini, cara penyampaian materi harus berbeda | | √ | | |
| 16. Latihan yang diberikan lebih sulit ketika menggunakan media audio-visual | | | √ | |
| 17. Guru butuh waktu lama ketika mempersiapkan pengajaran dengan media audio-visual | √ | | | |
| 18. Penggunaan media audio visual menjadikan siswa kurang dapat aktif berpartisipasi dalam proses belajar mengajar | | | √ | |
| 19. Guru dapat mengoperasikan peralatan pengajaran di kelas dengan baik | | | √ | |
| 20. Peralatan pengajaran di kelas sudah cukup memadai | | √ | | |
| 21. Pengajaran dengan media audio-visual cukup dilakukan di kelas dan tidak perlu di lab multimedia | | √ | | |

## Questionnaire

Pilihlah jawaban dengan memberikan tanda centang (√) pada salah satu kolom (Sangat Setuju, Setuju, Tidak Setuju, atau Sangat Tidak Setuju) sesuai dengan pendapat Anda.

| | Sangat setuju | Setuju | Tidak setuju | Sangat tidak setuju |
|---|---|---|---|---|
| 1. Selama ini media pembelajaran yang digunakan guru Bahasa Inggris menyenangkan | | √ | | |
| 2. Pengajaran dengan media audio-visual lebih menyenangkan daripada pengajaran biasa | | √ | | |
| 3. Saya tidak cepat bosan ketika diajar dengan media audio-visual | | √ | | |
| 4. Ketika menggunakan media audio-visual, Penjelasan guru mudah dipahami | | √ | | |
| 5. Guru Bahasa Inggris saya selalu mengajar dengan media yang berbeda | | √ | | |
| 6. Saya dapat menjawab pertanyaan guru yang menggunakan media audio-visual | | √ | | |
| 7. Saya lebih semangat belajar Bahasa inggris dengan media audio-visual | √ | | | |
| 8. Saya lebih termotivasi untuk belajar berbicara dengan Bahasa inggris setelah diajar dengan media audio-visual | | √ | | |
| 9. Saya lebih berani untuk bertanya pada guru ketika guru menggunakan media audio-visual | | | √ | |
| 10. Materi yang diberikan dalam media audio-visual lebih mudah dipahami | | √ | | |
| 11. Materi yang diberikan dalam media audio-visual memberikan informasi tambahan yang belum saya ketahui | √ | | | |
| 12. Materi yang digunakan guru dapat saya buat sendiri atau dapatkan di internet | | √ | | |
| 13. Media audio-visual bisa diterapkan untuk pembelajaran yang selanjutnya | √ | | | |
| 14. Saya tidak keberatan dengan penggunaan media audio-visual secara terus-menerus | | √ | | |
| 15. Jika media audio-visual digunakan kembali dalam pengajaran setelah ini, cara penyampaian materi harus berbeda | √ | | | |
| 16. Latihan yang diberikan lebih sulit ketika menggunakan media audio-visual | | | √ | |
| 17. Guru butuh waktu lama ketika mempersiapkan pengajaran dengan media audio-visual | √ | | | |
| 18. Penggunaan media audio visual menjadikan siswa kurang dapat aktif berpartisipasi dalam proses belajar mengajar | | | √ | |
| 19. Guru dapat mengoperasikan peralatan pengajaran di kelas dengan baik | | | √ | |
| 20. Peralatan pengajaran di kelas sudah cukup memadai | | √ | | |
| 21. Pengajaran dengan media audio-visual cukup dilakukan di kelas dan tidak perlu di lab multimedia | | √ | | |

## Questionnaire

Pilihlah jawaban dengan memberikan tanda centang (√) pada salah satu kolom (Sangat Setuju, Setuju, Tidak Setuju, atau Sangat Tidak Setuju) sesuai dengan pendapat Anda.

| | Sangat setuju | Setuju | Tidak setuju | Sangat tidak setuju |
|---|---|---|---|---|
| 1. Selama ini media pembelajaran yang digunakan guru Bahasa Inggris menyenangkan | | √ | | |
| 2. Pengajaran dengan media audio-visual lebih menyenangkan daripada pengajaran biasa | | √ | | |
| 3. Saya tidak cepat bosan ketika diajar dengan media audio-visual | √ | | | |
| 4. Ketika menggunakan media audio-visual, Penjelasan guru mudah dipahami | | √ | | |
| 5. Guru Bahasa Inggris saya selalu mengajar dengan media yang berbeda | | √ | | |
| 6. Saya dapat menjawab pertanyaan guru yang menggunakan media audio-visual | | √ | | |
| 7. Saya lebih semangat belajar Bahasa inggris dengan media audio-visual | | √ | | |
| 8. Saya lebih termotivasi untuk belajar berbicara dengan Bahasa inggris setelah diajar dengan media audio-visual | | √ | | |
| 9. Saya lebih berani untuk bertanya pada guru ketika guru menggunakan media audio-visual | | | | √ |
| 10. Materi yang diberikan dalam media audio-visual lebih mudah dipahami | √ | | | |
| 11. Materi yang diberikan dalam media audio-visual memberikan informasi tambahan yang belum saya ketahui | √ | | | |
| 12. Materi yang digunakan guru dapat saya buat sendiri atau dapatkan di internet | | √ | | |
| 13. Media audio-visual bisa diterapkan untuk pembelajaran yang selanjutnya | √ | | | |
| 14. Saya tidak keberatan dengan penggunaan media audio-visual secara terus-menerus | | | √ | |
| 15. Jika media audio-visual digunakan kembali dalam pengajaran setelah ini, cara penyampaian materi harus berbeda | | √ | | |
| 16. Latihan yang diberikan lebih sulit ketika menggunakan media audio-visual | | | √ | |
| 17. Guru butuh waktu lama ketika mempersiapkan pengajaran dengan media audio-visual | | √ | | |
| 18. Penggunaan media audio visual menjadikan siswa kurang dapat aktif berpartisipasi dalam proses belajar mengajar | | | √ | |
| 19. Guru dapat mengoperasikan peralatan pengajaran di kelas dengan baik | | | √ | |
| 20. Peralatan pengajaran di kelas sudah cukup memadai | √ | | | |
| 21. Pengajaran dengan media audio-visual cukup dilakukan di kelas dan tidak perlu di lab multimedia | | √ | | |

## Questionnaire

Pilihlah jawaban dengan memberikan tanda centang (√) pada salah satu kolom (Sangat Setuju, Setuju, Tidak Setuju, atau Sangat Tidak Setuju) sesuai dengan pendapat Anda.

| | Sangat setuju | Setuju | Tidak setuju | Sangat tidak setuju |
|---|---|---|---|---|
| 1. Selama ini media pembelajaran yang digunakan guru Bahasa Inggris menyenangkan | | √ | | |
| 2. Pengajaran dengan media audio-visual lebih menyenangkan daripada pengajaran biasa | | √ | | |
| 3. Saya tidak cepat bosan ketika diajar dengan media audio-visual | | √ | | |
| 4. Ketika menggunakan media audio-visual, Penjelasan guru mudah dipahami | | √ | | |
| 5. Guru Bahasa Inggris saya selalu mengajar dengan media yang berbeda | | √ | | |
| 6. Saya dapat menjawab pertanyaan guru yang menggunakan media audio-visual | | √ | | |
| 7. Saya lebih semangat belajar Bahasa inggris dengan media audio-visual | √ | | | |
| 8. Saya lebih termotivasi untuk belajar berbicara dengan Bahasa inggris setelah diajar dengan media audio-visual | | √ | | |
| 9. Saya lebih berani untuk bertanya pada guru ketika guru menggunakan media audio-visual | | | | √ |
| 10. Materi yang diberikan dalam media audio-visual lebih mudah dipahami | √ | | | |
| 11. Materi yang diberikan dalam media audio-visual memberikan informasi tambahan yang belum saya ketahui | √ | | | |
| 12. Materi yang digunakan guru dapat saya buat sendiri atau dapatkan di internet | | √ | | |
| 13. Media audio-visual bisa diterapkan untuk pembelajaran yang selanjutnya | √ | | | |
| 14. Saya tidak keberatan dengan penggunaan media audio-visual secara terus-menerus | | √ | | |
| 15. Jika media audio-visual digunakan kembali dalam pengajaran setelah ini, cara penyampaian materi harus berbeda | | √ | | |
| 16. Latihan yang diberikan lebih sulit ketika menggunakan media audio-visual | | | √ | |
| 17. Guru butuh waktu lama ketika mempersiapkan pengajaran dengan media audio-visual | | √ | | |
| 18. Penggunaan media audio visual menjadikan siswa kurang dapat aktif berpartisipasi dalam proses belajar mengajar | | | √ | |
| 19. Guru dapat mengoperasikan peralatan pengajaran di kelas dengan baik | | | √ | |
| 20. Peralatan pengajaran di kelas sudah cukup memadai | | √ | | |
| 21. Pengajaran dengan media audio-visual cukup dilakukan di kelas dan tidak perlu di lab multimedia | | √ | | |

## Questionnaire

Pilihlah jawaban dengan memberikan tanda centang (√) pada salah satu kolom (Sangat Setuju, Setuju, Tidak Setuju, atau Sangat Tidak Setuju) sesuai dengan pendapat Anda.

| | Sangat setuju | Setuju | Tidak setuju | Sangat tidak setuju |
|---|:---:|:---:|:---:|:---:|
| 1. Selama ini media pembelajaran yang digunakan guru Bahasa Inggris menyenangkan | | √ | | |
| 2. Pengajaran dengan media audio-visual lebih menyenangkan daripada pengajaran biasa | | √ | | |
| 3. Saya tidak cepat bosan ketika diajar dengan media audio-visual | | √ | | |
| 4. Ketika menggunakan media audio-visual, Penjelasan guru mudah dipahami | | √ | | |
| 5. Guru Bahasa Inggris saya selalu mengajar dengan media yang berbeda | | √ | | |
| 6. Saya dapat menjawab pertanyaan guru yang menggunakan media audio-visual | | √ | | |
| 7. Saya lebih semangat belajar Bahasa inggris dengan media audio-visual | √ | | | |
| 8. Saya lebih termotivasi untuk belajar berbicara dengan Bahasa inggris setelah diajar dengan media audio-visual | | √ | | |
| 9. Saya lebih berani untuk bertanya pada guru ketika guru menggunakan media audio-visual | | | √ | |
| 10. Materi yang diberikan dalam media audio-visual lebih mudah dipahami | | √ | | |
| 11. Materi yang diberikan dalam media audio-visual memberikan informasi tambahan yang belum saya ketahui | √ | | | |
| 12. Materi yang digunakan guru dapat saya buat sendiri atau dapatkan di internet | | √ | | |
| 13. Media audio-visual bisa diterapkan untuk pembelajaran yang selanjutnya | √ | | | |
| 14. Saya tidak keberatan dengan penggunaan media audio-visual secara terus-menerus | | √ | | |
| 15. Jika media audio-visual digunakan kembali dalam pengajaran setelah ini, cara penyampaian materi harus berbeda | | √ | | |
| 16. Latihan yang diberikan lebih sulit ketika menggunakan media audio-visual | | | √ | |
| 17. Guru butuh waktu lama ketika mempersiapkan pengajaran dengan media audio-visual | | √ | | |
| 18. Penggunaan media audio visual menjadikan siswa kurang dapat aktif berpartisipasi dalam proses belajar mengajar | | | √ | |
| 19. Guru dapat mengoperasikan peralatan pengajaran di kelas dengan baik | | | √ | |
| 20. Peralatan pengajaran di kelas sudah cukup memadai | | √ | | |
| 21. Pengajaran dengan media audio-visual cukup dilakukan di kelas dan tidak perlu di lab multimedia | | √ | | |

**Appendix 8: Results of questionnaire**

| | | Sangat Setuju | Setuju | Tidak Setuju | Sangat Tidak Setuju |
|---|---|---|---|---|---|
| | | | | | |
| | **Student's enjoyment** | | | | |
| 1 | Selama ini media pembelajaran yang digunakan guru Bahasa Inggris menyenangkan | 19.35 % (18) | 74.19 % (69) | 5.38 % (5) | 1.08 % (1) |
| 2 | Pengajaran dengan media audio-visual lebih menyenangkan daripada pengajaran biasa | 13.98 % (13) | 86.02 % (80) | 0 % (0) | 0 % (0) |
| 3 | Saya tidak cepat bosan ketika diajar dengan media audio-visual | 23.66 % (22) | 72.04 % (67) | 4.30 % (4) | 0 % (0) |
| | **Teacher's method and instruction** | | | | |
| 4 | Ketika menggunakan media audio-visual, Penjelasan guru mudah dipahami | 9.68 % (9) | 77.42 % (72) | 10.75 % (10) | 2.15 % (2) |
| 5 | Guru Bahasa Inggris saya selalu mengajar dengan media yang berbeda | 32.26 % (30) | 67.74 % (63) | 0 % (0) | 0 % (0) |
| 6 | Saya dapat menjawab pertanyaan guru yang menggunakan media audio-visual | 12.90 % (12) | 86.02 % (80) | .08 % (1) | 0 % (0) |
| | **Students' motivation** | | | | |
| 7 | Saya lebih semangat belajar Bahasa inggris dengan media audio-visual | 64.52 % (60) | 21.51 % (20) | 10.75 % (10) | 3.22 % (3) |
| 8 | Saya lebih termotivasi untuk belajar berbicara dengan | 5.37 % | 88.17 % | 3,23 % | 3,23 % |

| | | | | | |
|---|---|---|---|---|---|
| | Bahasa inggris setelah diajar dengan media audio-visual | (5) | (82) | (3) | (3) |
| 9 | Saya lebih berani untuk bertanya pada guru ketika guru menggunakan media audio-visual | 0 % (0) | 5.38 % (5) | 70.96 % (66) | 23.66 % (22) |
| **Teaching material** | | | | | |
| 10 | Materi yang diberikan dalam media audio-visual lebih mudah dipahami | 37.63 % (35) | 59.14 % (55) | 0 % (0) | 3.23 % (3) |
| 11 | Materi yang diberikan dalam media audio-visual memberikan informasi tambahan yang belum saya ketahui | 56.99 % (53) | 43.01 % (40) | 0 % (0) | 0 % (0) |
| 12 | Materi yang digunakan guru dapat saya buat sendiri atau dapatkan di internet | 13.98 % (13) | 86.02 % (80) | 0 % (0) | 0 % (0) |
| **Sustainability** | | | | | |
| 13 | Media audio-visual bisa diterapkan untuk pembelajaran yang selanjutnya | 94.62 % (88) | 3.23 % (3) | 2.15 % (2) | 0 % (0) |
| 14 | Saya tidak keberatan dengan penggunaan media audio-visual secara terus-menerus | 19.35 % (18) | 48.39 % (45) | 32.26 % (30) | 0 % (0) |
| 15 | Jika media audio-visual digunakan kembali dalam pengajaran setelah ini, cara penyampaikan materi harus berbeda | 44.08 % (41) | 54.84 % (51) | 1.08 % (1) | 0 % (0) |
| **Difficulties** | | | | | |
| 16 | Latihan yang diberikan lebih sulit ketika menggunakan | 2.15 % | 7.53 % | 68.81 % | 21.51 % |

| | | | | | |
|---|---|---|---|---|---|
| | media audio-visual | (2) | (7) | (64) | (20) |
| 17 | Guru butuh waktu lama ketika mempersiapkan pengajaran dengan media audio-visual | 44.09 % (41) | 52.69 % (49) | 3.22 % (3) | 0 % (0) |
| 18 | Penggunaan media audio visual menjadikan siswa kurang dapat aktif berpartisipasi dalam proses belajar mengajar | 0 % (0) | 23.66 % (22) | 66.67 % (62) | 9.67 % (9) |
| **Technical matters** | | | | | |
| 19 | Guru dapat mengoperasikan peralatan pengajaran di kelas dengan baik | 0 % (0) | 2.15 % (2) | 82,80 % (77) | 15.05 % (14) |
| 20 | Peralatan pengajaran di kelas sudah cukup memadai | 47.31 % (44) | 51.61 % (48) | 1.08 % (1) | 0 % (0) |
| 21 | Pengajaran dengan media audio-visual cukup dilakukan di kelas dan tidak perlu di lab multimedia | 0 % (0) | 89.25 % (83) | 10.75 % (10) | 0 % (0) |

**Appendix 9: Documentation**