STUDENTS' PERCEPTIONS OF MULTIMEDIA BASED INSTRUCTION IN ENGLISH CLASSROOM OF SMKN 07 PEKANBARU

A THESIS

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ABSTRACT

Henri Harahap, 2024 : Students' Perceptions of Multimedia Based Instruction in English Classroom of SMKN 07 Pekanbaru

This research aims to find out the students' perceptions of using Multimedia based instructions in English Classroom ability at grade X-XII SMKN 7 Pekanbaru. Due to the result, this study was conducted by using a quantitative approach which adapted from Creswell (2014). The subject of this study was X-XII grade students with a total sample of 58 students of SMKN 7 Pekanbaru. In conducting this research, the procedures were gathering the data and information, conducting the need analysis, including the use of percentages, averages, and the analysis of perceptions. The instruments of collecting data were an online questionnaires. The questionnaire distributed on Google from. It distributed by sending students a Google Form link. The questionnaire consists of 20 items. In addition, researcher used a Likert Scale to collect data. This means that each item in the questionnaire consists of 5 choices. Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree. The result of the study were the student's perception of multimedia as a medium of learning English in class is categorized very well. Although, there are still some students who do not agree with multimedia-based learning in class. It shows a positive and significant relationship between students' perceptions of their teacher's ability to teach and students' ability even though development and progress are still needed. In other words, the better or higher the teacher's teaching ability, the greater the student's improvement, and vice versa.

Keywords : *Instruction, Multimedia, Students' Perception*

ABSTRAK

Henri harahap, 2024 : Students' Perceptions of Multimedia Based Instruction in English Classroom of SMKN 07 Pekanbaru

Penelitian ini bertujuan untuk mengetahui persepsi siswa tentang penggunaan instruksi berbasis Multimedia dalam kemampuan Bahasa Inggris di kelas X-XII SMKN 7 Pekanbaru. Oleh karena itu, penelitian ini dilakukan dengan menggunakan pendekatan kuantitatif yang diadaptasi dari Creswell (2014). Subjek penelitian ini adalah siswa kelas X-XII dengan jumlah sampel sebanyak 58 siswa SMKN 7 Pekanbaru. Dalam melakukan penelitian ini, prosedur yang dilakukan adalah mengumpulkan data dan informasi, melakukan analisis kebutuhan, termasuk penggunaan persentase, rata-rata, dan analisis persepsi. Instrumen pengumpulan data yang digunakan adalah kuesioner online. Kuesioner didistribusikan melalui Google. Kuesioner didistribusikan dengan mengirimkan link Google Form kepada mahasiswa. Kuesioner terdiri dari 20 pertanyaan. Selain itu, peneliti menggunakan Skala Likert untuk mengumpulkan data. Artinya, setiap item dalam kuesioner terdiri dari 5 pilihan. Sangat Setuju, Setuju, Netral, Tidak Setuju, Sangat Tidak Setuju. Hasil dari penelitian ini adalah persepsi siswa terhadap multimedia sebagai media pembelajaran bahasa Inggris di kelas dikategorikan sangat baik. Meskipun, masih ada beberapa siswa yang tidak setuju dengan pembelajaran berbasis multimedia di kelas. Hal ini menunjukkan adanya hubungan yang positif dan signifikan antara persepsi siswa terhadap kemampuan guru dalam mengajar dengan kemampuan siswa meskipun masih diperlukan pengembangan dan kemajuan. Dengan kata lain, semakin baik atau tinggi kemampuan mengajar guru, maka semakin besar pula peningkatan siswa, dan sebaliknya.

Kata Kunci : *Instruksi, Multimedia, Persepsi Siswa*

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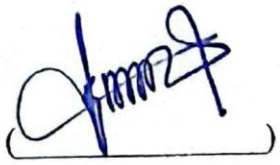

PERNYATAAN KEASLIAN TULISAN

Dengan ini saya menyatakan bahwa:

a) Karya tulis saya, dengan judul: *Students' Perceptions of Multimedia Based Instruction in English Classroom of SMKN 07 Pekanbaru* adalah asli dan belum pernah diajukan untuk mendapatkan gelar Sarjana Pendidikan (S.Pd) di Program Studi Pendidikan Bahasa Inggris Fakultas Pendidikan dan Vokasi Universitas Lancang Kuning.

b) Karya tulis ini tidak terdapat hasil karya atau pendapat yang telah ditulis atau dipublikasikan orang lain kecuali secara tertulis dengan jelas sesuai dengan aturan pengutipan dan dicantumkan sebagai referensi pada halaman daftar pustaka.

Demikianlah pernyataan ini saya buat, apabila ditemukan penyimpangan dan ketidakbenaran dari pernyataan ini, saya bersedia menerima sanksi akademik berupa pencabutan gelar yang telah saya peroleh, serta sanksi lainnya sesuai dengan norma dan ketentuan hukum yang berlaku.

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CHAPTER I

INTRODUCTION

A. Background of the Research

In the process of education, teaching is a series of deliver the lesson material tostudents in order to receive, respond, and develop materials while learning is a process of interaction of learners with educators. Learning includes all the meaning of the school itself. English as a foreign language is one of aspect that very important and should be owned by every student.

The success of teaching language in Indonesia, at one point, is based on the effective ways and methods. 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.* (2022), 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 (2015) 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.

In English teaching and learning, there are four skills that must be mastered, the four basic language skills are listening, speaking and reading. The English language curriculum used in SMK 7 Pekanbaru includes: Text Procedures, with

the purpose of learning: writing and presenting, reading and viewing as well as presenting. Then Argument Text, Narrative Text, with a purpose to learn: listening and speaking, reading & viewing, then writing & presenting and Descriptive Text.

One of the reasons why students have to mastery English is because English is an international language that will support communication with others. 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.Based on the observation conducted by the researcher in SMKN 7 Pekanbaru, it was found that the students have problems in English ability. In the curriculum of English subject in SMKN 7 Pekanbaru, it is stated that the students have to be able to have simple English. It was reported also by the English teacher that the students have to be supported to reach English ability.

Students at SMK 7 Pekanbaru use multimedia in the classroom in learning English is seen on curriculum or teaching module. one of them such as: Participants are given an explanation about the project to be done (theme, media).

In today teaching, teachers are expected to be familiar with the latest multimedia and technology development. In fact, some teachers still teach using the conventional teaching. Nevertheless, by using the technology development, teachers can make the teaching environment better and more attractive than teaching without it.

Research by Mayer (2011) shows that the use of multimedia in learning can improve material understanding and retention through dual-channel processing (proses informasi melalui jalur visual dan verbal). A study by Sharma (2012) found that students who were exposed to multimedia in learning English showed significant improvements in listening and speaking skills compared to the control group that did not use multimedia. Research by Butler and Lumpe (2010) showed that the use of multimedia can accommodate a variety of student learning styles, improving overall learning outcomes. A study by Liaw, Huang, and Chen (2012) found that using multimedia-based collaborative tools in learning English can

improve student engagement and interaction, as well as improve learning outcomes. Research by Gilakjani (2012) shows that the integration of technology and multimedia in language teaching not only improves language skills but also digital literacy of students.

Based on previous articles or research results, it turns out that students' perception of the use of English language multimedia is very small, so there is a need for more or more research on this to progress learning teaching at each level of education. Therefore, the researchers want to investigate this problem to find anything student perceptions in particular in SMKN 7 Pekanbaru where researchers will carry out research. It is estimated that knowing this issue can be a reference to addressing English teacher needs in measuring or evaluating student learning outcomes in meeting the scope of curriculum objectives.

For that reason, now the teachers have to delve the students' knowledge and immediately to help student and improve their English writing ability by 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 2019).Based on the explanation above, the researcher would like to investigate the effect and on how the English teacher uses multimedia in teaching to foster students' writing ability.

B. Identification of the Problem

Based on the background of the study above, the researcher identified some problems as follows:

a. Students have problems in English learning
b. Students need to have English ability to enrich their study
c. Teachers have to use technology in English instructions
d. Multimedia is one of effective media used by teachers to improve students' English learning.

C. Limitation of the Problem

To avoid misunderstandings in this study, this study focuses and limits the issue of students' perceptions of using multimedia in English instruction in grade X-XII of SMKN 7 Pekanbaru.

D. Formulation of the Problem

Based on the research study above, this research is formulated as follows: "How is students' perception of multimedia used instruction in English learning at grade X-XII SMKN 7 Pekanbaru?"

E. Purpose of the Research

In this study the objectives are based on the formulation of the problem, namely as follows: To find out students' perception of multimedia used instruction in English learning at grade X-XII SMKN 7 Pekanbaru.

F. Significance of the Research

By conducting this research, the researcher carries on some importances as mentioned above. This study expected to have both theoretical and practical contributions.

a. Theoretical Significances

The researcher expects this research will be very useful reference for both the teachers and students in teaching and learning English, it also will give description advantages and disadvantages in applying multimedia into teaching and learning writing and therefore will be a consideration in selecting, developing, or applying multimedia into teaching English classrooms.

b. Practical Significances

(a) For the Students

Students are expected to be able to adapt and be accustomed to the media used by the teacher.

(b) For the teachers

This research expects can help the teachers to be able to make them aware of the students' perception of multimedia application.

(c) For the researcher

The result of this research can enrich literature or became a reference to conduct similar research in other places or different research in the same place.

CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

Based on the results of the research presented in the previous chapter, it can be concluded from this study that the student's perception of multimedia as a medium of learning English in class is categorized very well. Although, there are still some students who do not agree with multimedia-based learning in class. It shows a positive and significant relationship between students' perceptions of their teacher's ability to teach and students' ability even though development and progress are still needed. In other words, the better or higher the teacher's teaching ability, the greater the student's improvement, and vice versa.

B. Suggestion

The conclusion of students perceptions showed that multimedia based instruction implemented in English teaching classroom there are many types of media of teaching based technology (multimedia) such as video,audio,picture,visual,and other can be applied of the teachear to help student learning achievrement.this research findings of suggest to implemented teaching media not only in language class but also can be implemented in all suject in classroom.

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