THE QUALITY OF MULTIMEDIA USED BY ENGLISH TEACHERS IN TEACHING ENGLISH AT SMAN 01 KAMANG MAGEK

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Abstract

The purpose of the research is to describe the quality of multimedia (PowerPoint and video) used by English teachers at SMAN 01 Kamang Magek and also to find out the problems which faced by the English teachers in constructing multimedia in learning and teaching process. This research was an evaluating research. The subject of this research was all of the English teachers and the document files (softcopy of PowerPoint and video which was used by the teachers). The data was collected through the evaluation checklist which was used in order to know the quality of multimedia (PowerPoint and video) used by the English teachers and the interview and observation was aimed to know the the problems which faced by the English teachers in constructing PowerPoint and video in learning and teaching process. In the evaluation checklist, there were two categories in evaluating the quality of PowerPoint and video; they were the quality in its content and the presentation. Based on the finding of the research, it was found that teh PowerPoint had very good quality in its content and the presentation had good quality. Besides that, the video had very good quality in its content and its presentation. In addition, it was found that the English teachers had lack ability in constructing the PowerPoint and video and also in using the technological devices of multimedia.

Key words: Multimedia, PowerPoint, Video

A. INTRODUCTION

The development of technology influences many aspects for human life, especially in education. Now, many teachers take advantages of the development of technology to improve the learning and teaching process in the class. One of them is the using of multimedia in providing the lesson. According to Simskin et.al (2002:2), multimedia is the integration of media objects such as text, graphics, video, animation and sound to represent and convey the information. However the used of multimedia have been familiar for the teachers in learning and teaching process, especially in teaching English, but not all of school have

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teachers who are used the multimedia in teaching English. Based on the observation, the teachers who often use the multimedia in teaching English can be found at SMAN 01 Kamng Magek. The type of multimedia which was often be used by the English teachers was PowerPoint and video.

In using the multimedia, there are some aspects should be noticed by the teachers, especially the quality of the multimedia itself. The quality of multimedia was viewed from the appropriateness of content and the good presentation of multimedia. In its implementation, there are some English teachers have tried to often use PowerPoint and Video in their teaching and learning process, but they do not really consider about the quality of multimedia itself. As the result, the teachers often use the bad quality of their multimedia and the multimedia cannot help the students to get more understanding of their lesson. In addition, The lack ability of the teachers in using technology also makes some troubles in the learning and teaching process. The teacher should be able to use computer and projector, and also the computer's program. In fact, the teachers are not really able to use those devices. Because of it, when a teacher forces herself to use the media, she will take long time to prepare the class to starting the lesson. It means that the time enough to achieve the purpose of the study.

Based on the cases above, the using multimedia may help the teachers in learning and teaching process, but it still causes some problems. Because of it, this study discusses about the using of multimedia in teaching and learning process and its problems. It can be concluded that the purpose this research is to describe the quality of multimedia (PowerPoint) which used by English teacher at SMAN 01 Kamng Magek which is viewed from the appropriateness of the content and the good presentation of the multimedia and also to find out the problems which faced by the English teachers in constructing multimedia in learning and teaching process.

According to Collins et.al (1997: 4), they simply take the term 'multimedia' to be a way of presenting material (often learning material) which involves three or more of the following media within a computer environment such as speech or other sound, drawings or diagrams, animated drawings or diagrams, photographs or other images, video clips, text, i.e. the printed word. It means that multimedia is the various combinations of graphics, texts, audio, video, and animation. The combining of some media above are produced some kinds of multimedia, such as the PowerPoint and the video. The PowerPoint is the combination of text with the image, graphic, animation or video which is placed in the some slides. According to Truesdell (2013: 11) said that these slide show programs offer multiple slides, or screen, to share information in many different forms and you can show important text, image video and more. Meanwhile, the use of video can help the teachers in providing the explanation about the lesson.

In using the multimedia, the English teachers should notice the quality of multimedia which is used in learning and teaching process. The good quality of multimedia can be known by looking at the principles which should be included in each multimedia. As Mayer (2009: 59) stated that principles of multimedia should be based on an understanding of how the people learn from words and pictures. Gilakjani (2011) also identified the multimedia learning principles in

order to get the effective multimedia presentation in learning and teaching process. In teaching and learning process, the PowerPoint and video are the kind of multimedia which is often used by the English teachers in the class. So, the PowerPoint and video should have good quality order to present the clear presentation for the students. The PowerPoint and video have each principle in knowing the quality is good or bad.

In the content of PowerPoint the principles are: 1. *Concentrated* (the content of PowerPoint shows the key ideas of the material.), 2. *Concise* (extraneous descriptions are minimized in the text and extraneous visual features are minimized in the illustrations), 3. *Correspondent* (corresponding illustrations and text segments are presented near each other on the page.), 4. *Concrete* (the text and illustrations are presented in ways that allow for easy visualization), 5. *Coherent* (the content include the coherent material and the presented material has a clear structure) and 6. *Comprehensible principles* (the text and illustrations are presented in ways that are familiar and allow the learner to apply relevant past experience). Besides that, in its presentation, the points should mention by the teachers, in order to get the clear presentation, are the background patterns, fonts, bullets, pictures and the animations which used in the PowerPoint.

For the video, the content also should coherence with the material of the lesson. The video should relevant with the lesson. As Truesdell (2013:14-18) stated that your image should be relevant to your subtopic, meaning they should fit what you are talking about during that part of your presentation and the video should show the information better than you could with your words and pictures. Furthermore, in its presentation, Kosslyn (2007: 132) ensure that the sounds can be heard clearly thought the room. It means that the video and the audio should have the clear pictures and sounds. As Bull and Bell (2010: 184) stated that pictures and sounds quality needs to be clear: the subject must be large enough to see well, with few extraneous visual distraction. In addition, the time which take to show the video or audio should be noticed too. It should a short video and audio which not take long time, it is about 5 minutes or less (Bull and Bell, 2010: 185).

Whenever the multimedia is very helpful for the teachers in teaching and learning process, but it still have problems in implementing it. As the Clark and Mayer (2007) stated that not all media can deliver all instructional methods. For example, the capability of a paper document to deliver audio or animation is quite limited. It means that the multimedia which does not have the good quality in its content and presentation cannot help the students to achieve the goal instruction of learning and teaching process. These qualities of the multimedia are based on the teacher's ability in designing the multimedia. The lack ability of the teachers in using the devices of computer in designing or implementing the multimedia becomes the problem in providing the lesson by using the multimedia. According to Collin et.al (1997: 94), 'Most teachers are not computer experts; very often the children are more competent'. Because of the lack ability of the teachers, the teaching and learning process is disturbed. For example, a teacher who has lack ability in using the device of multimedia tries to explain the material by using the PowerPoint, but she can use the projector and some computer programs, as a

result she disturbs the students' attention and concentration and wastes a lot of time in provide the devices.

There were some researchers which had been conducted related to the use of multimedia in teaching English. One of them was the research conducted by Siregar and Tiarina (2013) who conducted research on the use of power poing in teaching speaking. In this research, the writer tried to focus on the analysis of the quality of multimedia used by English teachers.

B. RESEARCH METHOD

Design of this research was an evaluating research about the quality of multimedia used by teachers. It was purpose to looking at the quality of multimedia used by the English teacher in teaching English at SMAN 01 Kamang Magek. This research took place at SMAN 01 Kamang Magek. The subject of this research was all English teachers of senior High school in SMAN 1 Kamang Magek. Furthermore, the document files also were taken from each English teacher at SMAN 01 Kamang Magek. The document files were the softcopy of PowerPoint and video which used by the teachers. The instrument in this research was the evaluation checklist, observation and interview. The evaluation checklist was used to lead the researcher in order to gain the information about the quality of multimedia (PowerPoint and video) which used by the teacher. The quality was categorized into two categories; the content and the presentation. Then, the quality was classified as very good, good, bad, very bad quality. Besides that, in order find out the problem faced by the teachers in using the multimedia, the researcher did the observation and interview to the teachers at SMAN 01 Kamang Magek. The researcher categorized the result of observation and interview into two categories, the ability of the teachers in using multimedia and using the technological devices of multimedia.

C. RESULT AND DISCUSSION

Based on the result of the research, it was found that the quality of multimedia, (PowerPoint and video) which used by the English teachers in teaching English at SMAN O1 Kamang Magek had different quality. The quality of multimedia had been known by looking at the principles which should be included in each PowerPoint and video. According to the findings, the PowerPoint generally had very good quality in its content and good quality in the presentation. It can be see from the table below which based on the evaluators' result in evaluating the quality of PowerPoint.

No	PowerPoint	Content		Presentation	
		M	C	M	C
1	PowerPoint 1	4,6	VG	3,6	G
2	PowerPoint 2	4,4	VG	4,1	VG
3	PowerPoint 3	3,5	G	3,0	G
4	PowerPoint 4	3,8	G	2,7	B
5	PowerPoint 5	3,9	G	3,0	G
6	PowerPoint 6	4,4	VG	3,9	G
7	PowerPoint 7	4,0	G	3,1	G

8	PowerPoint 8	4,6	VG	3,5	G
9	PowerPoint 9	4,6	VG	3,6	G
10	PowerPoint 10	4,0	G	2,9	B
11	PowerPoint 11	4,3	VG	2,7	B
12	PowerPoint 12	4,5	VG	3,0	G
13	PowerPoint 13	4,0	G	2,7	B
14	PowerPoint 14	3,7	G	2,6	B
15	PowerPoint 15	4,5	VG	3,5	G
	Total	63		48	
	Mean	**4,2**	**VG**	**3,2**	**G**

Where:

M	: Mean	G	: Good
C	: Classification	B	: Bad
VG	: Very Good	VB	: Very Bad

From the table, The very good quality in the content of PowerPoint can be seen from several PowerPoint which had very good classification, they are the PowerPoint 1, 2, 6, 8, 9, 11, 12 and 15. Besides that, the good classification was found in the PowerPoint 3, 4, 5, 7, 10, 13, and 14. This result showed that the PowerPoint which used by the English teachers in teaching English at SMAN O1 Kamang Magek had filled the principles of the PowerPoint in its content.

The good quality in the content can be found in the PowerPoint if the PowerPoint had good classified in almost of each principles; at least it just had one or two bad classification for others principles. As Mayer (2009:34-35) stated that there were several principles are in organizing the content of PowerPoint; they were *concentrated* (the content of PowerPoint show the key ideas of the material.), *concise* (extraneous descriptions are minimized in the text and extraneous visual features are minimized in the illustrations) *correspondent* (corresponding illustrations and text segments are presented near each other on the page.), *concrete* (the text and illustrations are presented in ways that allow for easy visualization) , *coherent* (the content include the coherent material and the presented material has a clear structure) and *comprehensible principles* (the text and illustrations are presented in ways that are familiar and allow the learner to apply relevant past experience). In other hand, the bad quality can be found if there was too many bad classification was found in the principles of the video in its content.

In the presentation of PowerPoint, based on table above, the very good classification was found in the PowerPoint 2, and good classification was in the PowerPoint 1, 3, 5, 6, 7, 8, 9, 12, and 15. Those classifications showed that the PowerPoint had good quality in its presentation. It means that the PowerPoint had been suitable with the principles of PowerPoint in its presentation. The principles stated that the PowerPoint should have clear presentation in presenting the material of the lesson. For example, in presenting the text on the screen, the words should be clear to be read by the students. As Kosslyn (2007: 81) stated that text

must be clearly discernible even to the viewers sitting at the very back of the room.

However the result of all of PowerPoint was good quality in its presentation, the bad classification was still found for some PowerPoint. It was in PowerPoint 4, 10, 11, 13 and 14. Those PowerPoint were not suitable to be presented in the class because there were some principles which had bad classification in its presentation. The first was about the bad contrast in its background with the text of the content. Truesdell (2013: 24) said that the best combination of the presentation is a light-colored background with a dark font color and the reverse, a dark background with a light font color and the annoying background can influence the students' attention in achieving the comprehension. Second, the background color should be consistent too (Ampa, 2013), but in fact, the background did not have consistent color.

Then, the text in a slide was too full, it can be seen from the list in the slide had length more than 6 points, however the PowerPoint should use one list per slide and the length of list should be six or fewer points (Mills, 2007).The PowerPoint also did not present the font which enough size. The full text and small fonts of PowerPoint was difficult to be read. Besides that, the transition in this PowerPoint often disturbed the students to be focus to the explanation and the animation in the PowerPoint did not relevant with the material. As Oulton (2007: 157) stated that the PowerPoint should provide the animation which does not distract the audience's attention. Lastly, the pictures or photo that provided in the slide of PowerPoint had no clear presentation. However, the Kossyln (2007:131) stated that the pictures or photos should have clear presentation, in order to direct the students' attention and representative the information of the lesson.

In other hands, the result of video in its content and presentation had very good quality. According to the findings, the classification of each video was very good and good classification which gotten from the result of evaluator's answer. It was showed by the table below.

No	Video	Content		Presentation	
1	Video 1	4,6	VG	4,1	VG
2	video 2	3,7	G	3,8	G
3	Video 3	4,4	VG	3,8	G
4	Video 4	4,3	VG	4,3	VG
5	Video 5	4,5	VG	4,5	VG
6	Video 6	4,5	VG	4,3	VG
7	Video 7	4,5	VG	4,3	VG
8	Video 8	4,8	VG	4,2	VG
9	Video 9	4,6	VG	3,9	G
10	Video 10	4,1	VG	3,4	G
11	Video 11	3,9	G	3,0	B
12	Video 12	3,4	G	4,3	VG
13	Video 13	4,7	VG	4,8	VG
14	Video 14	4,3	VG	4,2	VG

15	Video 15	4,6	VG	4,7	VG
	Total	65		61	
	Mean	**4,3**	**VG**	**4,1**	**VG**

Where:

M	: Mean	G	: Good
C	: Classification	B	: Bad
VG	: Very Good	VB	: Very Bad

Based on the table, almost of video had very good classification in content, however there were some good classification taht still be found. The good classification was found in the video 2, 11, and 12. The good classification means that the video can be presented in the class, but the video still need be improved in its principles. The principle of video in its content which needs to be improved is in presenting the relevant images in the video. The images were important in order to attract the students' motivation in following the lesson and provide the clear information and illustration about the lesson. As Truesdell (2013:14-18) stated that the image should be relevant to your subtopic, meaning they should fit what you are talking about during that part of your presentation and the video should show the information better than you could with your words and pictures. In addition, the subtitled in the screen of the speaker speech needed to be provided in the video. As Mayer (2009: 222) explained that the word which presents speech in the conversational style is needed here and it doesn't have the conflict with the audio (Ampa: 2013).

For the presentation, the finding was found the video had very good, good and bad classification in its presentation. The very good classification was found in the video 1, 4, 5, 6, 7, 8, 12, 13, 14, and 15 while the good classification was found in the video, 2, 3, 9, and 10. For the bad classification was found in video 11 only. In its principles, the video had bad classification in providing the sounds; the sounds were not clear to be heard. Kosslyn (2007: 132) stated that ensure that the sounds can be heard clearly thought the room. It means that the sounds be clear to be heard until the back side of the room. Then, Bull and Bell, (2010: 185) stated that the video should be a short video which not take long time, it is about 5 minutes or less. In fact, the video took long time in presenting the information. However there was a bad classification for one video, based on the data above, the average of video's quality in its presentation was very good quality.

In addition, in implementing the use of PowerPoint and video, the video was often used in the speaking and listening section of learning and teaching English. It was because the video was usually provide the clear pronunciation of English and help the students practice and improve their speaking ability. As Harrison (2003) stated that the video recordings enable the students to put technical skills into the context of appropriate professional behavior with respect to the attitude. In other hands, the PowerPoint was usually used in the reading and writing section. According to Petel, most of multimedia (PowerPoint) courseware mainly feature on image and animation of teaching materials in order to cause audio and visual effect, which lively displays the content of textual material and helps students deeply understand. It means that, the combination of text,

animation, graphics, sounds or pictures in the slide of PowerPoint can helps the student to get more knowledge in written form.

Furthermore, based on the finding above, the lack ability of the teachers in creating and using the devices of computer in designing or implementing the multimedia (PowerPoint and video) became the problem in providing the lesson by using the multimedia. According to Collin et.al (1997: 94), 'Most teachers are not computer experts; very often the children are more competent'. Because of the lack ability of the teachers, the teaching and learning process was disturbed. Based on the result of observation and interview, the teachers had lack ability in creating the PowerPoint and video. Thus, the teachers often took the PowerPoint or video from the internet. It means that the teachers need to adjust the PowerPoint or video in order to get the suit presentation with the lesson. On the other hand, the teachers had limited skill in using the technology devices of multimedia, especially in using the software of PowerPoint and video maker.

D. CONCLUSION AND SUGGESTION

Based on the explanation above, it can be concluded that the PowerPoint had very good quality in its content and good quality in the presentation. The very good quality in the content of PowerPoint showed that the PowerPoint which used by the English teachers in teaching English at SMAN O1 Kamang Magek had filled the principles of the PowerPoint in its content. The principles were concentrated, concise, correspondent, concrete, coherent, and comprehensible principles. The PowerPoint can be classified as good quality if most of principles got good classified; at least just one or two of them had bad classification. Besides that, the good quality which found in its presentation means that the PowerPoint had been suitable with the principles of PowerPoint in its presentation. However, the bad classification was still found for some PowerPoint in its presentation (in presenting the background, text, fonts, transition, animation, and the pictures). In addition, the result of video in its content and presentation had very good quality. However, there still need to be improved in some principles (in the presenting the relevant images, the clear sounds and short video).

Because of the multimedia was provided in order to help the student to get more understanding the lesson, so the PowerPoint and video should be made in good quality in its content and presentation. Whenever the video which was found in the research has good quality, the teachers should still be collective in choosing the video from internet and also adjust the video suit with the material of the lesson. In addition, The PowerPoint is suggested to be used in the writing and reading section (written form) of learning and teaching English. Besides that, the video is suggested used in the speaking and listening section. Based on the data, teachers had lack ability in constructing the multimedia; in creating and adjusting the PowerPoint and vide. So, they should improve that skill.

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