USING MULTIMEDIA IN TEACHING ENGLISH TO JUNIOR HIGH SCHOOL STUDENTS

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Annotation: Using Multimedia in English Instruction to Junior High School Students is the name of the study. The purpose of this study is to look into how teachers prepare for and use multimedia in their English language instruction. Two English teachers served as the research subjects in this case study methodology study. According to the findings, teachers obtain their preparation materials from a variety of sources, including the internet, books, and videos. The devices' limitations presented a challenge for the teachers. When putting an activity into practice, the teacher frequently used films, followed by power point presentations to clarify the content. Teachers hardly ever administer assessments that require students to use multimedia.

Keywords: multimedia, case study, preparation, implementation, pupils.

One of the key components of teaching English is the use of media. There are many different types of media used to teach English, including photographs, slide projectors, audio cassettes, charts, and more. All of those were employed to facilitate student understanding of the lesson and aid the teacher in presenting it. As technology advances, so do the educational media, which now combines audio, video, animation, and text in addition to providing visual and audio content. Multimedia is a term used to describe a sort of media that can present text, audio, and visual content. Text, images, sound, animation, and video are all components of multimedia, some or all of which are arranged in a logical program.

Using multimedia in the classroom not only aids the teacher in communicating in the target language but also motivates the students to study by providing audio and visual resources that draw the students to the lesson and increase their attention to it. Teaching is successful when students are engaged in and eager to learn the material. This article expressed that viewpoint by claiming that media tools engage students' senses and aid in information processing, enhancing their comprehension of the target culture and raising their motivation for language learning, reinforcing the teaching points, and avoiding the need for the teacher to provide unnecessary explanation. By incorporating multimedia into instruction, it increases student attention and aids in lesson comprehension. The use of multimedia would be able to enhance the quality of teaching and learning practices as it combines graphics, images, audio, integration of texts, video and digital environment. These components have different effects in increasing the learners' memory storage.

Multimedia content of today is a skillfully crafted synthesis of text, graphic art, sound, animation, and video elements. It becomes interactive multimedia when you provide the end user, or the viewer of a multimedia project, power over "what," "when," and "how" the pieces are delivered and presented. As a result, multimedia can be described as the combination of many media elements (audio, video,

graphics, text, animation, etc.) into a cohesive whole that offers the end user advantages that no single media element alone can.

This research shows that using multimedia technology in the classroom:

a) Allows students to work individually at a computer station, at their own pace, and according to their own needs;

b) Helps teachers to deal more effectively with a large group of students;

c) Makes the introduction and presentation of content more dynamic and attractive for students;

d) Increases student motivation due to the interactive nature of the activities;

e) Trains students to self-monitor and self-assess their progress, which promotes autonomous learning;

f) Promotes a task-based approach to learning;

g) Allows students to experience real-life and communicatively meaningful language situations and contexts;

h) Introduces a variety of print, audio, and visual materials that match different student learning styles and preferences.

As previously mentioned, the usage of multimedia not only aids the teacher in delivering the lesson but also enables and encourages individual learning among the students. When serving audiovisual material to the learner, the usage of multimedia also provides real-life experience. Computer use in the classroom also opens up new opportunities for the design of communicative tasks, such as those centered on computer-mediated communication and tele-collaboration, since it allows for real-time interaction with oral and written communication, information searching for interesting and valuable content, and participation in distance learning and e-learning.

The author had examined how teachers prepared and how they used multimedia to teach and learn English. The information had been gathered from the observation checklist and interview. The interview revealed several issues with teacher preparation, particularly when it comes to creating the multimedia materials that would be used for instruction. The availability of the multimedia that is so view of them that available was the issue that the SMP Immanuel teacher faced throughout the preparation stages. The use of multimedia in the teaching and learning process is infrequently incorporated by teachers during implementation, and only once a month do they assess students using multimedia. The majority of the time, the teacher uses multimedia to introduce the materials and explain them throughout an activity.

Table specification of observation checklist No Aspects being observed:

1. Teacher Preparation

2. Preparing multimedia used

3. Materials prepared 2 Classroom Management

4. Use multimedia in teaching

5. Involves the learners in using multimedia

6. Assignment to the students

7. Criteria of good quality of multimedia 3 Atmosphere in the classroom

Expressed that multimedia technology adds new dimension to learning experiences because concepts were easier to present and comprehend when the words are complemented with images and animations. Stating further that it has been established that learners retain more when a variety of senses are engaged in impacting knowledge; and the intensity of the experience aids retention and recall by engaging social, emotional and intellectual senses. Supporting this view expressed that access to multimedia information could stimulate changes and creates conductive learning environment and make learning more meaningful and responsive to the localized and specific needs of learners. As stated above, the multimedia in learning is very helpful in teaching activities. Not only help the teacher deliver the materials, it also attracts the student's attention to follow the teaching learning process. The multimedia makes the teaching learning process being fun and joyful.

Conclusion. Based on the research questions and the study's objectives, the researcher examined the teachers' planning and execution of the teaching of English to students using multimedia. The researcher came to the conclusion that the teachers at SMP Immanuel gathered their resources from the internet and a few reference books before organizing them using the power-point presentation program. Additionally, the instructors download videos that are pertinent to the lessons they are teaching. Due to its restricted availability, there were difficulties in obtaining the multimedia equipment needed for the preparation of the multimedia-based teaching and learning. The teachers utilized a film as a pre-activity and a power point to clarify the material during the teaching and learning process. The teachers sometimes give assessment to the learner that involved them in using multimedia.

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