



TEACHER AND STUDENTS' PERCEPTION ON INTERACTIVE MULTIMEDIA IN TEACHING ENGLISH AT SENIOR HIGH SCHOOL

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Abstract. Penelitian ini bertujuan mengetahui bagaimana persepsi guru dan siswa terhadap penggunaan Multimedia Interaktif di salah satu sekolah SMA di kabupaten Padang Pariaman. Penelitian ini menggunakan metode penelitian kualitatif deskriptif dengan menggunakan wawancara sebagai instrument penelitian. Peneliti meminta satu orang guru Bahasa Inggris dan 5 orang siswa kelas sebelas sebagai partisipan untuk diwawancarai. Hasil penelitian ini menunjukkan bahwa terjadi kesalahpahaman konsep tentang multimedia interaktif yang digunakan oleh guru dan siswa. Guru sudah menggunakan multimedia dalam pembelajaran bahasa inggris, namun multimedia yang digunakan belum termasuk multimedia interaktif. Akan tetapi, berdasarkan hasil wawancara, guru dan siswa memberikan respon positif terhadap penggunaan multimedia yang digunakan dalam proses belajar-mengajar Bahasa Inggris karena menarik sehingga siswa tertarik dan fokus untuk belajar. Dengan menggunakan multimedia tersebut guru lebih mudah menyampaikan materi dan menjelaskan materi dengan sistematis dalam menunjang proses belajar mengajar di dalam kelas.

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A. INTRODUCTION

In the 5.0 era, Information Communication Technology (ICT) is essential since everything is related to technology, such as economics, society, and education. This is supported by increased connectivity, interaction, and communication. Various technologies and supporting applications have also been developed to support and facilitate teaching and learning activities in the world of Education. Currently, the use of multimedia and technology is not the odd thing in the world, including in

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Indonesia. The students are interested and focused on the learning process through media. Learning media is a tool to streamline communication and interaction between teachers and students in the learning process in the school (Usmeldi, 2015). Therefore, these activities can help to present media in learning process. The complex materials delivered to students can be simple, it can represent the material when the teacher is trouble explaining through pictures or sentences. One of the Learning Media is Interactive

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Multimedia. It was appeared various perception of the teacher and students.

Perception is a process that involves the entry of messages or information into the human brain (Rahmat, 2021). . Through perception, humans are constantly in touch with their environment. This relationship is carried out through the senses, namely the senses of sight, hearing, touch, taste, and smell. Moreover, Perception is defined as the process of combining messages or information into the human mind with ideas, feelings, and personal experiences (Agus & Pujawan, 2018). Students' perception is the mindset of someone toward everything they see, the process of recognizing or receiving the stimulation from the events, objects others through the sense, then those stimuli are organized and interpreted and lastly giving reaction toward them, they have different point in their perceptual. Thus, Teacher perception is a general or global view of an object from multiple perspectives that a person can understand, based on assumptions, experience, or knowledge that can differ from one person to another or from the actual situation, and the process by which teachers select, organize and evaluate data and previous experiences to generate a meaningful result. In addition,

teacher and students' perception is part of the whole process that produces responses after stimulation is applied to humans. Furthermore, perception is the impression obtained by the individual through senses then analyzed, interpreted, and then evaluated, so the individual obtains meaning and that perception has indicators such as: Absorbing or accepting the stimulation of objects from outside the individual, understanding, and response (Walgito, 2010). In addition, it can be said that there is a possibility that the perception result between individuals and others is different, even though the stimulus is the same. This is because experience and thinking capacity differ, even though the stimulus is the same.

Multimedia comes from two words "multi and media", multi means many or plural, media is to convey messages and information in the form of text, images, sound, or video. Multimedia is the use of a computer to present and combine text, graphics, audio, and video with links and tools that let the user navigate, interact, create and communicate (Wan Jusoh & Jusoff, 2009). Thus, multimedia is a collection of data or media used to deliver information more effectively (Damopolii et al., 2020). The communication component in interactive

multimedia (computer-based) is the relationship between a human (as a user or user product) and a computer (software or application or product in a specific file format usually in CD form).

In other words, interactive multimedia is a new way to learn one of the most popular multimedia learning methods. Achievement learning with interactive multimedia is more effective (Agus & Pujawan, 2018). This is because the animation in interactive multimedia can present things that are not visible and difficult to imagine. Moreover, interactive multimedia is multimedia equipped with a controller and can be operated by the user, so the user can select the next process in the manner intended. It is combined various media, such as text, image, sound, video, animation, and simulation, and students can control the user (Muhammad & Farizi, 2018). Interactive multimedia has a very interesting effect on learning, can increase students' learning interest, and make it easier for students to understand the material delivered by teachers. Interactive multimedia can be interpreted as a multimedia application used in the learning process, in other words, to channel messages (knowledge, skills, and attitudes) and can stimulate the

mind, feeling, attention, and the learning process will be controlled.

Interactive Multimedia learning has characteristics such as having more than one convergent media that can combine audio and visual elements), being interactive, can accommodate user responses, being self-contained, and providing convenience and completeness of the content so that users can use it without the guidance of others (Djamas et al., 2018). With a variety of characteristics, interactive multimedia has a lot of benefits over other types of media in terms of capabilities. It may give interactive processes and easy feedback, giving users of the learning process more flexibility and independence. Therefore, before making visuals for presentation or material that affect the sense of sights such as text, graphics, static visual displays, dynamic visual displays, transitional effects, use of color, layout, and audio (music, narration, and sound effect) (Dalle et al., 2017). In addition, it can be concluded that those elements aim to make multimedia interesting. Texts can be in the form of words, letters, or narrations that are easy to save and control. Static visual display and dynamic visual display can be in the form of illustrations, graphics, maps, and photos

(Asyura., 2018). Transitional effects can be used to click on one screen display to another. Color makes the presentation interesting and easy to understand. The layout can be a set of slides for a computer presentation. Sound can be in the form of music, narration, or special effects. Animations are used to explain an illustration. Therefore, it can be easy to understand. Currently, the use of multimedia and technology in teaching English is not the odd thing in the world, including in Indonesia.

In Indonesia, English is taught as a foreign language (Asyura., 2018). English is playing an essential part in improving students' academic performance, giving them an edge on standardized tests and developing a positive attitude to various cultures, and acquisition of language skills (Muliyah & Aminatun, 2020). It means that English must be taught to students who can compete in this global era. Many of the requirements, like getting jobs and continuing study, need English skills. it can be concluded that in teaching English as a foreign language, the teachers should be able to manage the classroom well, The teacher should prepare the concept of teaching as well as possible and he or she is demanded to create fun learning and used interactive

multimedia because some students guess English as the most difficult subject..

B. METHODE

Related to the purpose of this research, the researcher used a qualitative approach with a descriptive research design. Qualitative research is more holistic and often involves a rich collection of data from various sources to gain a deeper understanding of individual participants, including their opinions, perspectives, and attitudes (Nassaji, 2015). It means that the researcher found out the teacher and students' perception of teaching english based on facts and phenomena. The researcher described the teacher and students' perception on interactive multimedia in teaching english at Senior High School. The participants of this research were one english teacher who used interactive multimedia in teaching english and five eleventh-grade students that have been selected purposively. In collecting the data, the researcher used interview technique. The interview is an interaction in which one person obtains information from another (Gay et al., 2000). Researcher conducted the data through 3 indicators of perception such as Absorb or accept understanding and response. Then, the researchers conducted the data face-to-face interviews with participants

to get information about teacher and students' perceptions on interactive multimedia in teaching English.

In this research, the researcher used four steps in the process of analyzing the data. Firstly, First, the researcher listen to the recording carefully to understand the main theme. The researcher make transcript of the interview result. Then, the researcher read the data carefully to understand the participants' answers. The researcher describe the findings thoroughly so that the readers understand the responses of the teacher and students perception on interactive multimedia in teaching English. Lastly, the researcher concluded based on the above classification and understanding of the indicators.

C. FINDINGS AND DISCUSSION

Findings

Considering the technology era, everything is related to technology, such as economics, society, and education. Various technologies and supporting applications have also been developed to support and facilitate teaching and learning activities in the world of Education. One way that teachers can do to utilize the technology is using the interactive multimedia in teaching English. Based on the interview with the participants, the teacher and students

used multimedia in teaching English. The multimedia used such as PowerPoint, Canva, and youtube video to convey the material. The students used google form and Exambro application to examination. Based on the concept of interactive multimedia. interactive multimedia is the students can control the user with a combination of different media, including text, image, voice, video, animation, and simulation.

So, based on the teacher and students used in the teaching and learning process at Senior High School was just multimedia which is PowerPoint and Canva. Meanwhile, youtube video can categorized as interactive multimedia since the students can control the user. Moreover, the teacher misconception about interactive multimedia. The medium used of the teacher was just multimedia not interactive multimedia. But, overall, in the interview with the teacher and students used the multimedia had a positive perception. The teacher perceived that used multimedia is effective and the teacher easier to covey the material. The students also perceived that used multimedia, the students interesting, focused, and more active in the learning process.

As the findings, by doing interviews, the researcher gathered the data needed

optimally. To answer the first research question, the researcher used the indicators by (Walgito, 2010). The first sub-indicator in indicator 1 is "Student easily to absorb and accept the material through multimedia.", it is based on the data the researcher got from the interview, the teacher perceived that most students were easier to absorb the material that the teacher delivered by using multimedia, like Power Point which in the content used interesting background, pictures and animations. Which was the students got more spirit and active during lesson. Moreover, the students perceived that they easily absorb and accept the material lesson used multimedia, because PowerPoint was interesting, colorful, had animations and audio. The material was presented summarily by the teacher. In addition, used multimedia lessons not monotone. Style of the teacher to delivered the material also had consideration and affect in students accept the material.

The second sub-indicator in indicator 1 is the material presented is Effective, based on the interview, the teacher perceived that multimedia on teaching english at Senior High School is effective. The teacher said that by multimedia, it was easier for teachers to conveyed the material, and the students were more active during learning process
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because the media that used was interesting. Then, the students also perceived that interactive multimedia that used in teaching English is effective. The students were focused to learn and, listen the difficult words pronunciation and watched youtube video. The material was interested for them because of having pictures.

The first sub-indicator in indicator 2 is students easily to understand the material by multimedia. Based on the interview with teacher for question. "Apakah menurut pendapat ibu siswa lebih mudah memahami materi yang kita sampaikan dengan Menggunakan Media tersebut?"

and the teacher answered:

"Namanya saja PowerPoint ya, tentu berisi point-point materi saja, kemudian ditambah dengan gambar-gambar dan animasi. Tentu saja lebih mudah dipahami karena materinya dibuat secara ringkas, begitu juga dengan youtube Video durasi penjelasan materi tidak boleh terlalu Panjang agar lebih mudah dipahami"

Furthermore, the researcher also interviewed with some students for the question

"Apakah ananda lebih mudah memahami materi yang di sampaikan oleh guru menggunakan Media tersebut?"

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And the students answered:

“ya, saya lebih paham apabila guru menyampaikan materi menggunakan media pembelajaran karena selain lebih menarik dapat meningkatkan fokus kita memperhatikan guru menjelaskan” (Student 1)

“ Iya, lebih mudah memahami materinya karena kita bisa menonton youtube juga” (Student 2)

“iya, paham saat guru menerangkan karena diberikan contoh dengan gambar dan suara pelafalan yang benar dalam bahasa Inggris” (Student 3)

“Iya cepat paham jika guru menerangkan dan diberikan quiz-quiz gambar juga dalam belajar” (Student 4)

“ iya mudah dipahami dibandingkan kita hanya menggunakan buku cetak saja” (Student 5)

From the whole answers, the researcher found that used multimedia in English learning process easier for students to understand. By using multimedia students were focused on paying attention the interesting material. Then, students also easier to understand the material by watched the video, such as the material shared on youtube videos by the teacher

The second sub-indicator for indicator 2 is understand to use multimedia. Based on the data the

researcher got from the interview, the teacher perceived that the made or the creation of the media sharpened the creativity. The material designed attracted the students to focus on paying attention to during lesson. The teacher also said that the advent of the Canva application in 2021, it was easier to made materials because the Canva application had more choices of templates, images and animations. Besides, the students perceived of multimedia that used such as: PowerPoint, Youtube video, Google form, Exambro. Through all of the media, the students were interested in paying attention to lessons and also the videos can be re-watched at home. The several students said, not all the media used were perceived positively, for example google form. They said used google forms can cheat or open other applications during quizzes and exams. The students said that if using exambro they was not cheated or exit the application and the teacher monitored the exam through the application So, the teacher and students understand the use of multimedia that was used in learning well.

The first sub-indicator for indicator 3 is teacher respond of multimedia in teaching English. The teacher perceived that using interactive multimedia in

teaching English such as PowerPoint and Canva, youtube video, Google form, helped the teacher to convey the lessons, because students were easier to absorb and understood the lesson. The multimedia was effective because students become interested to learned, more active in the class and not monotonous. Youtube video was designed as attractive as possible increased the enthusiasm and curiosity of students during learning.

The second sub-indicator for indicator 3 is students respond of multimedia in teaching English. Actually, based on the interview with the students, students were interested, active, focused, easy to absorb and understand the material that presented by the teacher. The material was interesting, lots of animation, contains audio and video. So, it was increased students' enthusiasm to absorb the material.

Discussion

The purpose of this research was to know the teacher and students' perception on interactive multimedia in teaching english at Senior High School. The researcher interviewed one English teacher who used interactive multimedia in teaching and five students of eleventh-grade students as participants. Meanwhile, the findings of this research

showed that actually, using multimedia in the teaching and learning process, the teacher and students had positive perception. It helped the students to understand the material easily and effectively. Students were interested to learn the material through youtube videos at home and not monotone in the teaching and learning process. The first is the research conducted by (Lele, 2019) she found that using multimedia by teacher made the majority of the students had a favorable opinion of the teaching and learning methods used by English teachers, that they were happier, more active, and more enthusiastic about learning the language, that it was simpler for them to comprehend the materials, that they could improve their pronunciation and vocabulary, find new ideas, and express their opinions, and that they could put these skills to use in daily life.

The second is the research conducted by (Andovita & Wahyuni, 2020) she found that students perception toward the use multimedia based teaching material were Technology Acceptance Model (TAM) model approach, specifically: perceived usefulness (perceived usefulness), perceived ease of use, attitude toward utilizing technology, and behavioral intention to use. Then, the last

research conducted by (Razavi et al., 2015) He found that teachers' perception of use multimedia were substantial disparities in the attitudes and views of the teachers concerning the use of multimedia in the two contexts. In addition, the use of multimedia that established similar conclusion by related findings above, which is multimedia can be utilized to improve students learning outcomes and raised student interest in learning.

The researcher suggested that other teachers should utilize the technology well. For example, using various interactive multimedia in teaching or other. The teachers need to update about all media learning like teaching application to search and convey the materials. Then, they must increase the creativity and should use variety methods in teaching.

D. CONCLUSION

As the conclusion of this research, the teacher had positive perception on interactive multimedia in teaching English. multimedia in teaching English used are PowerPoint and Canva, youtube videos, Google form, that helpful in conveying the lessons. Students were easier to absorb and understand the material. multimedia was effective because students become more active in class and the lessons were not monotonous. Learning video youtube material that was designed as attractive as possible increased the enthusiasm of students in the learning process. In addition, the students also had a positive perception of multimedia in the teaching and learning process. Thus, used multimedia students were more active, focused, and easy to absorb and understand the material that presented by

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