

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

#### **A. Findings**

There are two research question that have to be answered in this research. The first is about the integration of multimedia as teaching aid in English language teaching at Global Islamic Boarding School. The second is about students' responses toward the integration of multimedia as teaching aid in English language teaching at SMP and SMA Global Islamic Boarding School.

In this section the writer will describe the results of the data obtained by researcher while conducting research. Writer conducted research on two English teachers and students of GIBS.

##### **1. Integrating Multimedia as Teaching Aid**

Observations and interviews which conducted by researchers addressed to two English teacher who taught in SMP and SMA Global Islamic Boarding School, they were Teacher A as VII Girls 1's teacher and Teacher B as X Girls 3's teacher. Teacher A stands for TA and Teacher B stands for TB. Observation was done 8 times which were 4 times for X Girl 3 and 4 times for VII Girl 1. Based on the writer's observation and interview, the process in integrating multimedia as teaching aid of two GIBS teachers was divided into three phases, as follow, pre-active phase, inter-active phase and post-active phase.

a. Pre-active Phase

According to the observation and interview, the writer found that both teachers performed some tasks in pre-active phase. Those tasks were decision in making strategies for integrating technology and media, consideration in selecting media, practicing in using the teaching aid and checking equipment within classroom.

Based on the observation, the writer found that both teachers used some strategies for integrating the teaching aid. Those strategies used are presentation, demonstration, cooperative learning and games. a) For presentation strategy, both teachers integrated this strategy with multimedia presentation such as microsoft power point. TA always integrated the multimedia presentation in all 4 meetings. Also, TA used internet images as the source of information. Meanwhile, TB only integrated the multimedia presentation once in total 4 meetings. Mostly TB delivered the material through whiteboard. b) For demonstration strategy, both teachers used this strategy and used the same teaching aid which was video. However, the topic which was delivered by using this strategy was different. TA integrated this strategy with multimedia which is video about "How to Use the Dictionary" while TB use the video about "Sounds of English Vowels and Consonants (Phonetic Symbol)". c) For cooperative learning, TA always used this strategy in 4 meetings while TB not using this strategy at all. d) For games, both TA and TB used this strategy. TA used this strategy on 4th meeting when playing the days and months song

while TB playing the “I Love You 3000” to students on 3rd meeting and doing chain words game on 4th meeting. For clearer description, it can be seen in following table.

<b>Teacher</b>	<b>Observation</b>	<b>Strategy</b>	<b>Integration</b>
TA	1st (Spelling)	Presentation	Explained the material and lesson through multimedia presentation such as power point slide
		Demonstration	Showed the video of “How to Use the Dictionary” to help the students to use their dictionary
		Cooperative Learning	Put students into groups and asked them to arrange the list of words alphabetically
	2nd (Antonym)	Presentation	1) Explained the material and lesson through multimedia presentation such as power point slide 2) Let the students to explain the meaning of antonym through power point slide
		Cooperative Learning	Asked the students to find the meaning of antonym words by using dictionary

	3rd (Antonym and Synonym)	Presentation	1) Explained the material and lesson through multimedia presentation such as power point slide 2) Showed internet images about comparison of adjective (antonym)
		Cooperative Learning	Asked the students to group the list of antonym words together
	4th (Synonym and Date)	Presentation	Explained the material and lesson through multimedia presentation such as power point slide
		Games	Browsed on the internet and showed youtube video about days and months song to the students
		Cooperative Learning	Asked the students to group the list of synonym words together
	TB	1st (Proofreading Marks and Phonetic Spelling)	Presentation
Demonstration			Showed video about “Sounds of English Vowels and Consonants (Phonetic Symbol)” to the students

	2nd (Antonym)	Presentation	Not using any multimedia, TB just explained the material and lesson through whiteboard and spelling book
	3rd (Antonym)	Presentation	Explained the material and lesson through whiteboard and spelling book
		Games	Played youtube music video of I Love You 3000 while asking the students to fill the blanked lyric
	4th (Capitalization and Punctuation)	Presentation	Not using any multimedia, TB just explained the material and lesson through whiteboard and spelling book
		Games	Did making error sentences and chain words games in whiteboard by using dictionary

In selecting media, the writer found that TA and TB considered some factors such as appropriateness with student's characteristics, appropriateness with instructional goal, appropriateness with material, appropriateness with activity, appropriateness with learning condition, appropriateness with practicality of media. According to the observation result, only TA whose media selection were suitable with those factors. TB's media were generally only suitable with student's characteristic, instructional goal, material, activity and learning condition. Meanwhile,

they were not really suitable with practicality. For clearer description, it can be seen in following table.

<b>Table 4.2</b>								
<b><i>Teacher's Selection of Media</i></b>								
<b>Description</b>	<b>TA</b>				<b>TB</b>			
	<b>Observation</b>							
	1st	2nd	3rd	4th	1st	2nd	3rd	4th
Appropriateness of teaching aid with student's characteristics	√	√	√	√	√	√	√	√
Appropriateness of teaching aid with the instructional goal	√	√	√	√	√	√		√
Appropriateness of teaching aid with the material	√	√	√	√	√	√		√
Appropriateness of teaching aid with the activities	√	√	√	√	√	√		√
Appropriateness of teaching aid with learning condition	√	√	√	√	√	√	√	√
Practicality of teaching aid	√	√	√	√	√			√

When conducting interview, the writer also found that both teachers said always did practicing in using the teaching aid and checking the equipment within the classroom. Both two teachers said that this tasks must be done by the teacher before they teach. TA believed that by checking and practicing in using the teaching aid it would help her for finding the weakness of the teaching aid itself so that she could find the anticipation

and the strength needs to improve. Moreover, TA always checked the classroom such as furniture or equipment before entering the classroom. Similarly, TB believed that it would help her to make sure that everything would go according to the plan prepared. TB also said that always checked the equipment in the classroom such as projector, student's attendance, or classroom cleanliness before entering the classroom.

b. Inter-active Phase

This is actual classroom teaching. It includes all those behavior and activities which a teacher uses after entering the classroom. This is the phase where the teachers deliver the lesson or material by using teaching aid that they have prepared at pre-active phase. Thus, the writer showed the teaching system including what types of technology used and others non-technical used in this phase and students' involvement in using multimedia.

After conducting total 8 times observation, the writer found that there were some technological and non-technical media used in classroom. Both teachers used technical media and non-technical media. However, only TA who was always using technological media in her classroom. They were multimedia projector, multimedia presentation, laptop, audio song, video, internet images. For the non-technical media, TA used dictionary, handbook, whiteboard and teacher's media made. Meanwhile, TB only used technological media on 1st and 3rd meeting such as multimedia projector, multimedia presentation, youtube video. For non-technical media, TB used the nearly same teaching aid as TA which are dictionary,

whiteboard, and handbook. For clearer description, it can be seen in following table.

<b>Table 4.3</b>			
<i>List of Technical and Non-technical Media Used</i>			
<b>Teacher</b>	<b>Observation</b>	<b>Media</b>	
		<b>Technical</b>	<b>Non-technical</b>
TA	1st	1) Multimedia Presentation 2) Multimedia Projector 3) Video (How to Use Dictionary) 4) Laptop	1) Whiteboard 2) Handbook 3) Dictionary 4) Handout of images 5) List of words
	2nd	1) Multimedia Presentation 2) Multimedia Projector 3) Riddle Video 4) Audio 5) Laptop	1) Handbook 2) Whiteboard 3) Dictionary
	3rd	1) Multimedia Presentation 2) Multimedia Projector 3) Audio 4) Riddle Video 5) Laptop 6) Internet Images	1) Handbook 2) Dictionary 3) Whiteboard 4) Handout of images 5) List of antonym words
	4th	1) Multimedia Presentation 2) Multimedia Projector 3) Speaker 4) Video (Days and Months Song) 5) Laptop 6) Internet (youtube)	1) Handbook 2) Dictionary 3) Whiteboard 4) Handout of images 5) List of synonym words



TB	1st	1) Multimedia Presentation 2) Multimedia Projector 3) Video (Phonetic Symbol) 4) Laptop	1) Handbook 2) Dictionary 3) Whiteboard
	2nd	Not using any technological media	1) Handbook 2) Dictionary
	3rd	1) Laptop 2) Internet (Youtube Video)	1) Handout lyric 2) Handbook 3) Whiteboard 4) Dictionary
	4th	Not using any technological media	1) Handbook 2) Whiteboard 3) Dictionary

Besides observing technological and non-technical media used in the classroom, the writer also observed about students' involvement in using the multimedia. According to the observation, there was no involvement of students in using the multimedia since this was only spelling class. Only teacher used the multimedia to explain the lesson.

c. Post-active

This phase is also known as evaluative stage. It provides necessary feedback to the teacher and the student in bringing the desirable improvement in their improvement in their performance.

According to the interview, both two teachers believed that evaluation was needed to see the effectiveness of teaching materials and teaching aids used. It would help to make sure that the teaching material

and teaching aid were be able to be used by the students to learn or be understood well. In addition, both teachers believed that evaluation was needed to improve teaching materials and teaching aids used so that they could become even better.

## 2. Students' Responses Toward the Integration of Multimedia as Teaching Aid

About the integration of multimedia as teaching aid, the writer tried to know more about how students respond it. The writer interviewed 9 questions to students of VII Girls 1 and X Girls 3. The interview question is about cognitive, affective and conative response.

### a. Students' Responses Toward the Integration of Multimedia (VII Girl 1)

Based on the interview with the TA, VII Girls 1 consisted of 17 students. Here was the result of the interview of VII Girls 1, as follow:

#### 1) Cognitive Response

- a) *Are you able to answer teacher's question who teaches using multimedia?* According to the interview result, most of students from VII Girls 1 believed that they could answer their teacher's question who taught using multimedia, although there were still about 4 students who said "no" to the interview question which meant that they somewhat found difficulties in answering their teacher's question who taught using multimedia. Then, the writer interviewed one students who said "no" to the interview question to know what her reason is, and she answered, "Saya memang sedikit kesulitan dalam mempelajari bahasa Inggris, mungkin karena saya

tidak mengerti ketika guru saya berbicara menggunakan bahasa Inggris.” (I have difficulty in learning English, since I do not understand when my teacher speaks English.)

- b) *Does the material which is delivered by using multimedia give you additional knowledge which you do not learn yet?*. According to the interview, there was no student from VII Girls 1 answered with “no” to the interview question that meant their teacher gave them some additional knowledges to them. Then, the writer interviewed one students to know what her reason is, and she answered, “Saya sebelumnya tidak tahu cara menggunakan kamus, namun guru saya memberitahu saya cara yang benar menggunakannya dengan memutar video.” (I did not know how to use a dictionary, and my teacher tell me how to use the dictionary by showing me video.)
- c) *Are you able to make or get the material which is delivered by your teacher in the internet?*. According to the interview result, most of students from VII Girls 1 believed that they could make or get the material in the internet which was delivered by their teacher. Although, there were still 5 students who said “no” to the interview question which meant they could not make or get the material in the internet. Then, the writer interviewed one students who said “yes” to the interview question to know what her reason is, and she answered, “Karena sekolah menyediakan internet bagi siswanya, saya bisa mendapatkan video yang guru saya tontonkan tadi.”

(Since the school provide the internet access for its students, I can get the video which was showed by my teacher.)

<b>No.</b>	<b>Interview Question</b>	<b>No</b>	<b>Yes</b>
1	Are you able to answer teacher's question who teaches using multimedia?	4	13
2	Does the material which is delivered by using multimedia give you additional knowledge which you do not learn yet?	0	17
3	Are you able to make or get the material which is delivered by your teacher in the internet?	5	12

## 2) Affective Response

- a) *Is the material which is delivered by using multimedia easier to understand?* According to the interview result, most of the students from VII Girls 1 believed that the material which was delivered by using multimedia was easier to understand. Although, there were still 3 students who said “no” to the interview question which meant that only a few people who did not feel that material was easier to understand when it was delivered through multimedia.
- b) *Is the teaching media which is used by your teacher satisfied?* According to the interview result, all students from VII Girls 1 believed the teaching media which was used by their teacher was satisfied. Then, the writer interviewed one students to know what

her reason is, and she answered, “Guru saya selalu menampilkan video-video pada saat pembelajaran kami, itu membuat kami tidak merasa bosan.” (My teachers always showed us some videos which made us not bored.)

- c) *Are you more motivated to learn English after being taught using multimedia?*. According to the interview result, most of students from VII Girls 1 that they were more motivated to learn English after being taught using multimedia. However, there were still two students said that they did not get any motivation at all. Yet, it can be concluded that most of students from VII Girls 1 were motivated to learn English after being taught using multimedia.

<b>No.</b>	<b>Interview Question</b>	<b>No</b>	<b>Yes</b>
1	Is the material which is delivered by using multimedia easier to understand?	3	14
2	Is the teaching media which is used by your teacher satisfied?	0	17
3	Are you more motivated to learn English after being taught using multimedia?	2	15

### 3) Conative Response

- a) *Can multimedia be applied for the further lesson?*. According to the interview result, all students from VII Girls 1 agreed that multimedia could be applied for the further lesson. It meant that they wanted to be taught by using multimedia. Then, the writer interviewed one students to know what her reason is, and she answered, “Pada saat guru saya mengajar menggunakan multimedia, pembelajaran lebih menyenangkan.” (When my teacher teaches using multimedia, the lesson become more interesting.)
- b) *If the multimedia is reused in the further lesson, should the way to deliver the material be different?* According to the interview result, that 9 of 17 students wanted the way to deliver material using multimedia should be different. Meanwhile, the other 8 students said “no” to the interview question which meant that they felt satisfied to how their teacher delivered the material by using multimedia. Then, the writer interviewed one students who said “yes” to the interview question to know what her reason is, and she answered, “Saya ingin lebih banyak gim dan kompetisi pada saat kelas bahasa Inggris saya, mungkin itu akan lebih menyenangkan” (I wanted to have more competitions and games in my English class, perhaps it will make class more interesting.)
- c) *Do you have more courage to ask to your teacher when she teaches using multimedia?*. According to the interview, most of students

from VII Girls 1 believed that they got more courage to ask to their teacher who taught using multimedia. Although, there were only two students who said “no” to the interview question which meant they still felt shy to ask questions to their teacher. Then, the writer interviewed one students who said “no” to the interview question to know what her reason is, and she answered, “Saya orangnya memang sedikit pemalu, karena itu saya masih tidak berani untuk bertanya” (I do not have any courage to ask question since i feel too shy.)

<b>No.</b>	<b>Interview Question</b>	<b>No</b>	<b>Yes</b>
1	Can multimedia be applied for the further lesson?	0	17
2	If the multimedia is reused in the further lesson, should the way to deliver the material be different?	8	9
3	Do you have more courage to ask to your teacher when she teaches using multimedia?	2	15

b. Students' Responses Toward the Integration of Multimedia (X Girl 3)

Based on the interview with the TB, X Girls 3 consisted of 18 students. Here was the data of X Girls 3, as follow:

1) Cognitive Response.

- a) *Are you able to answer teacher's question who teaches using multimedia?.* According to the interview result, most of students from X Girls 3 believed that they could answer their teacher's question who taught using multimedia. Although, there were still 3 students who said "no" to the interview question which meant that they somewhat found difficulties in answering their teacher's question who taught using multimedia. Then, the writer interviewed one students who said "no" to the interview question to know what her reason is, and she answered, "Saya memang sedikit kesulitan dalam mempelajari bahasa Inggris, mungkin karena itu saya kesulitan menjawab pertanyaan dari guru." (I have difficulty in learning English, maybe that is why I found difficulty in answering teacher's question.)
- b) *Does the material which is delivered by using multimedia give you additional knowledge which you do not learn yet?.* According to the interview result, most of students from X Girls 3 strongly believed that the material which was delivered by using multimedia gave additional knowledge which they did not learn yet. However, there were still 2 students who said "no" to this interview question. Then, the writer interviewed one students who said "yes" to know what her reason is, and she answered, "Saya sebelumnya tidak tahu kalau pengucapan bunyi dalam bahasa inggris itu bermacam-macam,



kemudian guru saya menunjukkan contoh pelafalan itu di video youtube.” (I did not know that there are various sounds in English, then my teacher showed me the example of how to sound those vowels in youtube video.)

- c) *Are you able to make or get the material which is delivered by your teacher in the internet?*. According to the interview result, most of the students from X Girls 3 believed that they could make or get the material in the internet which was delivered by their teacher. Meanwhile, there were still 4 students who said “no” to the interview question which meant they could not make or get the material in the internet.

<b>No.</b>	<b>Interview Question</b>	<b>No</b>	<b>Yes</b>
1	Are you able to answer teacher's question who teaches using multimedia?	3	15
2	Does the material which is delivered by using multimedia give you additional knowledge which you do not learn yet?	2	16
3	Are you able to make or get the material which is delivered by your teacher in the internet?	4	14

## 2) Affective Response

- a) *Is the material which is delivered by using multimedia easier to understand?* According to the interview result, all students from X Girls 3 believed that the material which was delivered by using multimedia was easier to understand. It meant that material was easier to understand when it was delivered through multimedia.
- b) *Is the teaching media which is used by your teacher satisfied?* According to the interview, almost all students from X Girls 3 said “no” to the statement that the teaching media which was used by their teacher was satisfied. Although, there were still 5 students who said “yes” to the interview question. It could be concluded that the X Girls 3 was not satisfied with their teacher’s teaching media. Then, the writer interviewed one students who said “no” to know what her reason is, and she answered, “Guru saya selalu menggunakan yang sama dan itu membuat kelas sedikit kurang menyenangkan.” (My teacher always use the same media and it makes the class less fun.)
- c) *Are you more motivated to learn English after being taught using multimedia?* According to the interview result, most of students from X Girls 3 believed that they were more motivated to learn English after being taught using multimedia. However, there were still 5 students who said “no” to this interview question which meant they did not get any motivation at all.

<b>No.</b>	<b>Interview Question</b>	<b>No</b>	<b>Yes</b>
1	Is the material which is delivered by using multimedia easier to understand?	0	18
2	Is the teaching media which is used by your teacher satisfied?	13	5
3	Are you more motivated to learn English after being taught using multimedia?	5	13

3) Conative Response.

- a) *Can multimedia be applied for the further lesson?*. According to the interview result, all students from X Girls 3 stated that multimedia could be applied for the further lesson. It meant that they wanted to be taught by using multimedia. Then, the writer interviewed one students to know what her reason is, and she answered, “Guru saya jarang mengajar menggunakan multimedia, jadi saya ingin lebih sering diajar menggunakan multimedia.” (My teacher seldom teaches using multimedia, so I wanted to be taught more using multimedia.)
- b) *If the multimedia is reused in the further lesson, should the way to deliver the material be different?*. According to the interview, most of students from X Girls 3 stated that if the multimedia was reused

in the further lesson, the way to deliver the material must be different. Meanwhile, there were only 3 students who said “no” with this interview question which meant that they felt satisfied on how their teacher delivered the material by using multimedia.

- c) *Do you have more courage to ask to your teacher when she teaches using multimedia?. According to the questionnaire, the data showed that most of respondents from X Girls 3 strongly disagreed and disagreed with the statement that they got more courage to ask to their teacher who taught using multimedia. Although, there were 5 students who said “yes” with this statement. Then, the writer interviewed one students who said “yes” to the interview question to know what her reason is, and she answered, “Ketika diajar menggunakan multimedia saya merasa lebih mudah memahami pembelajaran, karena itu saya lebih berani untuk bertanya” (When taught using multimedia, I feel easier to understand the lesson, that is why I got more courage to ask question.)*

<b>No.</b>	<b>Interview Question</b>	<b>No</b>	<b>Yes</b>
1	Can multimedia be applied for the further lesson?	0	18
2	If the multimedia is reused in the further lesson, should the way to deliver the material be different?	3	15

3	Do you have more courage to ask to your teacher when she teaches using multimedia?	5	13
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## B. Discussion

After the data has been obtained and in the process like the description above, the writer has written and analyzed the data that has been obtained in the writer at the above findings. The writer also knew how two GIBS teachers integrate multimedia as teaching aid in English language teaching and how students respond toward the integration of multimedia as teaching aid in English language teaching.

### 1. Integrating Multimedia as Teaching Aid

Based on Jackson (1966 as cited in Kumar, 2006, pp. 108-112), teaching is considered in terms of various steps and the steps constituting the process are called phases of teaching. Jackson analyses the teaching systematically in three steps, namely pre-active phase, inter-active phase and post-active phase. This statement was found by researcher when doing observation and interview. Both teachers used these three steps in order to obtain a complete description of the teaching activity.

#### a. Pre-active phase

According to Jackson (1966), pre-active phase as the name implies is concerned with the preparation of teaching. The preparations which is concerned in this research are decision in making strategies for integrating

technology and media, consideration in selecting media, practicing in using the teaching aid and checking equipment within classroom.

Dealing with Smaldino, Lowther & Russel (2011), they stated that there are 4 strategies that can be used by the teacher which are presentation, demonstration, cooperative learning and games. This statement was found by the writer when making observation. The writer found that both teachers used some of those strategies. TA used presentation, demonstration, cooperative learning and games strategy while TB only used presentation, demonstration and games strategy (see Table 4.1). Moreover, when conducting the interview, the writer found that both teachers had positive attitude toward the strategy. Both teachers believed that by using strategy, it will be beneficial for them to deliver and transfered the knowledge to the students in order to get good learning outcomes. This view is in line with the statement spoken by Smaldino et al. (2011) which stated that the instructional strategies chosen will affect student learning outcomes.

According to Reiser and Dick (1996 as cited in Aini, 2013, pp. 201-202) who believed that in selecting media, the teachers should consider three main factors comprising: (1) practicality (including availability, cost efficient and time efficient), (2) students' appropriateness (appropriate to students' characteristics and learning condition) and (3) instructional appropriateness (appropriate to material, instructional goals and activities). This statement can be found when the writer making interview. It was found that both teachers said that they considered these 3 factors in selecting media. However, the

statement above was different from what the writer found when making observation. The writer found that only TA whose media selection were suitable with those 3 factors. In practicality, TA's media were suitable with this factor. TA's media were available for all students, less cost and had time efficient, they are multimedia presentation and TA's media made. In instructional appropriateness, TA's media always considered on the instructional goal and material. TA's always utilized the multimedia such as multimedia presentation to deliver her material to reach instructional goal for each meeting. In students' appropriateness TA's media were suitable since TA always considered on students characteristic and learning condition. TA always made material or media related to the ages of the students. For example, TA made slides of PPT consist of some images of cartoon in order to make her media suitable to the students.

Meanwhile, TB's media only suitable with one factor which is students' appropriateness. TB's media were suitable since TB always considered on students characteristic and learning condition. For example, since her students were teenager, TB used music video of I Love You 3000. This song were suitable for students' characteristic especially for girl teenager since it had story from woman's point of view.

Based on Jackson (1966), before actual classroom teaching, a teacher has to perform many tasks. These tasks include such as arranging furniture and equipment within classroom, practicing in using teaching aid, manning papers, reading sections of a textbooks etc. the phase is therefore called the planning

stage. This statement was found by the writer after having interview with both teachers. Both two teachers said that this tasks must be done by the teacher before they teach. Both teachers said that always did these tasks before entering the classroom. However, the statement above was different from what the writer found in observation. Both teachers had faced problems in using multimedia. On the 1st meeting, TA had faced a problem with multimedia projector, hopefully the technician came and fixed the projector. Meanwhile on the 2nd meeting, TB had faced different problem. Her laptop did not working when she wanted to use it for delivering the material. Also, TB needed more time for preparing the lesson when using the multimedia. In contrast, TA was skilled in preparing multimedia since she did not more time in preparing multimedia. However, according to observation both teachers could operate equipment or tool in the classroom well.

b. Inter-active phase

According to Jackson (1966), inter-active phase is where the actual classroom teaching happens. This is the phase where the teachers deliver the lesson or material by using teaching aid that they have prepared at pre-active phase. Thus, the writer tried to find out what types of technology and others non-technical used in this phase and students' involvement in using multimedia.

Brinton (2001 as cited in Hashemi & Azizinezhad, 2011, p. 445) categorizes media into two groups namely: non-technical media and technical media. For non-technical media, include blackboard or whiteboard, flash card,



board games, photos, cartoons or media which do not need electricity or technical resource. This statement was found when the writer making observation. Both teachers used some non-technical media in their classroom (see Table 4.3). Moreover, Raihan and Lock (2012, p. 26) had provided following figure which shows some technological media which can be used in classroom (see Picture 2.1). In the same way, Ivy (2012, pp. 207-209) mentioned about some technological media which language teachers can use in their classroom such as internet, multimedia presentation, office application, images and soundtrack and email. According to these statements, the writer found when making observation that both teachers used some of those technological media (see Table 4.3). TA integrated more technological media in the classroom than TB.

Thamarana (2015, p. 6) stated that multimedia offers teachers enormous opportunities for making learning and teaching environment meaningful and effective. The one of the ultimate goals of multimedia language teaching is to promote students' motivation and learning interest, which can be a practical way to get them involved in the language learning. This statement was not found when the writer making observation. There was no involvement of students in using multimedia since this was only spelling class. Only teacher used the multimedia to explain the lesson.

#### c. Post-active phase

Based on Jackson (1966), this phase is also known as evaluative stage. The teacher is able to see whether the strategies and teaching aid used by him

or her were successful and if so to what extent. It helps the teacher to teach things better in future. It also helps student to learn things better. This statement is in line with the writer's result. According to the interview, both two teachers believed that evaluation was needed to see the effectiveness of teaching materials and teaching aids used. It would help to make sure that the teaching material and teaching aid were be able to be used by the students to learn or be understood well. In addition, both teachers believed that evaluation was needed to improve teaching materials and teaching aids used so that they could become even better.

In conclusion, both teachers integrated the multimedia as teaching aid in English language teaching by doing some tasks through pre-active phase, inter-active phase and post-active phase which were stated by Jackson. Those tasks were decision in making strategies for integrating technology and media, consideration in selecting media, practicing in using the teaching aid and checking equipment within classroom, teaching system (types of media used and students' involvement), and evaluating the suitability of teaching aid.

## 2. Students' Responses Toward the Integration of Multimedia as Teaching Aid

Talking about students' responses toward the integration of multimedia as teaching aid, every respondent has different way of perceiving this, especially between respondents of VII Girls 1 and X Girls 3 students. Both classes have different way in responding the integration of multimedia used by their teachers. This view is in line with to Hamalik (2011, p. 39) who stated that response is movements that are coordinated by one's perception of external

events in the surrounding environment. Not only student interact with one source of learning, but may interact with the overall learning resources which are used to achieve the learning objectives. In addition, Jalaludin (1999 as cited in Kurniawati, 2011) stated that response is divided into three parts, namely cognitive, affective and conative. This statement was similar from what the writer wanted to know in this research.

a. Cognitive Responses

According to the interview result, both VII Girls 1 and X Girls 3 feel were not so different. Almost all students from VII Girls 1 and X Girls 3 had positive attitude towards 3 interview questions that indicated many good implications for them, they were: 1) they could answer their teacher's question who taught using multimedia, 2) the material which was delivered by using multimedia gave additional knowledge which they did not learn yet and 3) they could make or get the material in the internet which was delivered by their teacher.

b. Affective Responses

Most of students from X Girls 3 stated that the teaching media which was used by their teacher was not really satisfied (see Table 4.8), and it was proven by the writer's observation that TB generally used more non-technical media than technical media in the clasroom (see Table 4.3). In contrast, most of respondents from VII Girls 1 stated that their English teacher's teaching media is satisfied (see Table 4.5). Based on the observation result, TA used

various of media whether technical or non-technical which made the students did not feel bored in the classroom.

About the other statements of affective responses, the students had same responses. Based on the questionnaire, most of respondents from VII Girls 1 and X Girls 3 agreed and strongly agreed with 2 statements that indicated multimedia helped them to understand English, they were: 1) the material which was delivered by using multimedia was easier to understand and 2) they were more motivated to learn speaking English after being taught using multimedia. These two statements are in line with Zhang (2016, pp. 184-186) who identifies some advantages of using multimedia, namely: arousing the students' interest. By showing multimedia such as sound, video, images, animation, firmly grasping the student's interest. It also can stimulate the students' strong desire to study English actively. These two statements also were in line with Jamaluddin (2015) who found in his research that multimedia can make students interested and motivated to follow the lesson.

#### c. Conative Responses

Based on the questionnaire, most of respondents from VII Girls 1 and X Girls 3 agreed and strongly agreed with the statements that they got more courage to ask to their teacher who taught using multimedia. This statement was proven by the statement that they were more motivated to learn speaking English after being taught using multimedia. It can be concluded that the use of multimedia helped them to learn English.

About the other statements of conative responses, the students had same responses. Based on the questionnaire, most of respondents from VII Girls 1 and X Girls 3 agreed and strongly agreed with some statements that indicated the integration of multimedia in the classroom continuously, they were: 1) multimedia could be applied for the next lesson and 2) if the multimedia was reused in the further lesson, the way to deliver the material must be different.

As can be seen, students' responses toward the integration of multimedia as teaching aid in English language teaching were various. Most of respondents from both classes had the same responses toward the positive statement, such as helping them to learn English, motivating them to learn English and making them wanted to be taught by using multimedia continuously. However, there were a few respondents from X Girls 3 who showed unsatisfied responses toward the teacher's media used. Yet it can be concluded that both classes showed positive responses in cognitive, affective and conative response.