

**TEACHERS' PERSPECTIVE IN USING MULTIMEDIA TECHNOLOGY  
FOR TEACHING ENGLISH**

*(Qualitative Research at 12<sup>th</sup> Grade of SMA N 2 Semarang*

*in the Academic Year 2022/2023)*

**A FINAL PROJECT**

Submitted as a partial fulfillment of the requirement for the Bachelor Degree

*(Sarjana Pendidikan)* in English Education



written by :

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**ENGLISH EDUCATION STUDY PROGRAM**

**FACULTY OF LANGUAGE AND COMMUNICATION SCIENCE**

**SULTAN AGUNG ISLAMIC UNIVERSITY**

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**PAGE OF APPROVAL**

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**ROSITA IZLIN**

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Has been approved by the advisor and to be examined by the Board of Examiners:

Semarang, February 13<sup>th</sup>, 2023

Advisor



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# VALIDATION

A Sarjana Pendidikan Final Project on

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Defended before the Board Examiners

on February, 17<sup>th</sup> 2023

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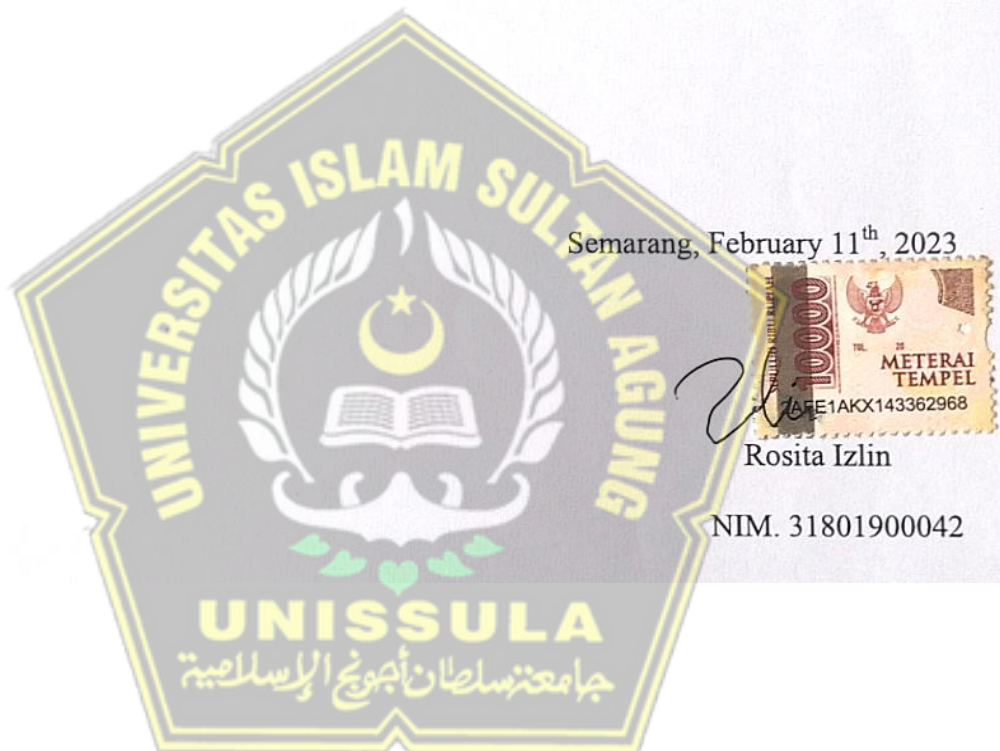
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## DECLARATION OF ORIGINALITY

I hereby declare honestly, that the this final project as a prerequisite for the Bachelor's degree that I wrote does not containing the work of others, except those mentioned in quotations and references, as befits a scientific paper. If my statement invalid in the future, I strongly agree to accept academic sanctions in the form of revocation of my paper and the degree I obtain from the paper.

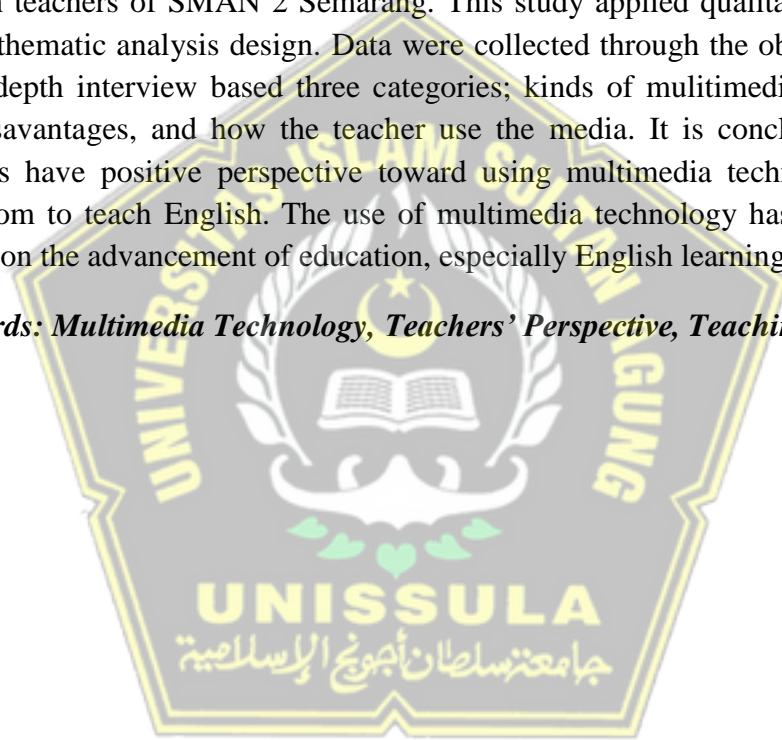


## ABSTRACT

Izlin, R. (2023). Teachers' Perspective in Using Multimedia Technology for Teaching English. A Final Project. English Education Study Program. Language and Communication Science Faculty, Sultan Agung Islamic University. Advisor: Elok Widiyati, S.Pd., M.Pd.

Rapid development of information and communication technology in this recent time has influenced the way English language should be taught. This study aims to find out the use of multimedia as technological devices in English learning from the perspective of the teacher. This study involved 2 participants: the two English teachers of SMAN 2 Semarang. This study applied qualitative approach with a thematic analysis design. Data were collected through the observation and the in-depth interview based three categories; kinds of multimedia, advantages and disadvantages, and how the teacher use the media. It is concluded that the teachers have positive perspective toward using multimedia technology in the classroom to teach English. The use of multimedia technology has had a major impact on the advancement of education, especially English learning.

***Keywords: Multimedia Technology, Teachers' Perspective, Teaching English***

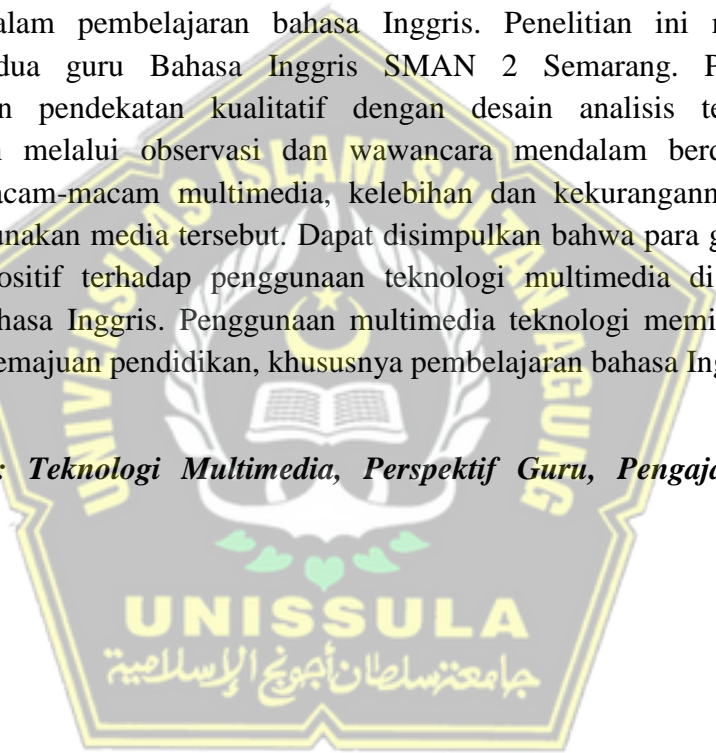


## INTISARI

Izlin, R. (2023). Teachers' Perspective in Using Multimedia Technology for Teaching English. Skripsi. Program Studi Pendidikan Bahasa Inggris. Fakultas Bahasa dan Ilmu Komunikasi, Universitas Islam Sultan Agung. Pembimbing: Elok Widiyati, S.Pd., M.Pd.

Pesatnya perkembangan teknologi informasi dan komunikasi akhir-akhir ini telah mempengaruhi cara pengajaran bahasa Inggris. Penelitian ini bertujuan untuk mengetahui sudut pandang guru pada penggunaan multimedia sebagai perangkat teknologi dalam pembelajaran bahasa Inggris. Penelitian ini melibatkan 2 partisipan: dua guru Bahasa Inggris SMAN 2 Semarang. Penelitian ini menggunakan pendekatan kualitatif dengan desain analisis tematik. Data dikumpulkan melalui observasi dan wawancara mendalam berdasarkan tiga kategori; macam-macam multimedia, kelebihan dan kekurangannya, dan cara guru menggunakan media tersebut. Dapat disimpulkan bahwa para guru memiliki perspektif positif terhadap penggunaan teknologi multimedia di kelas untuk mengajar bahasa Inggris. Penggunaan multimedia teknologi memiliki pengaruh besar pada kemajuan pendidikan, khususnya pembelajaran bahasa Inggris.

***Kata Kunci: Teknologi Multimedia, Perspektif Guru, Pengajaran Bahasa Inggris***



## **MOTTO**

“If you don’t go after what you want, you’ll never have it. And if you don’t ask, the answer is always no. Also if you don’t go step forward, you’re always in the same place.”

**-Nora Roberts-**

## **DEDICATION**

Dedicated with affection love and gratitude to :

- Allah SWT and Rasulallah SAW for giving me the chance to this amazing life, keeping me safe, healthy, and happy.
- My beloved parents, Mr. Robani and Mrs. Kamsinah, thank you for being my supporting system, always praying hard, and provide the best for me.
- Myself for staying strong along this hard and happy time, for not giving up, and keep going even if you’re tired.



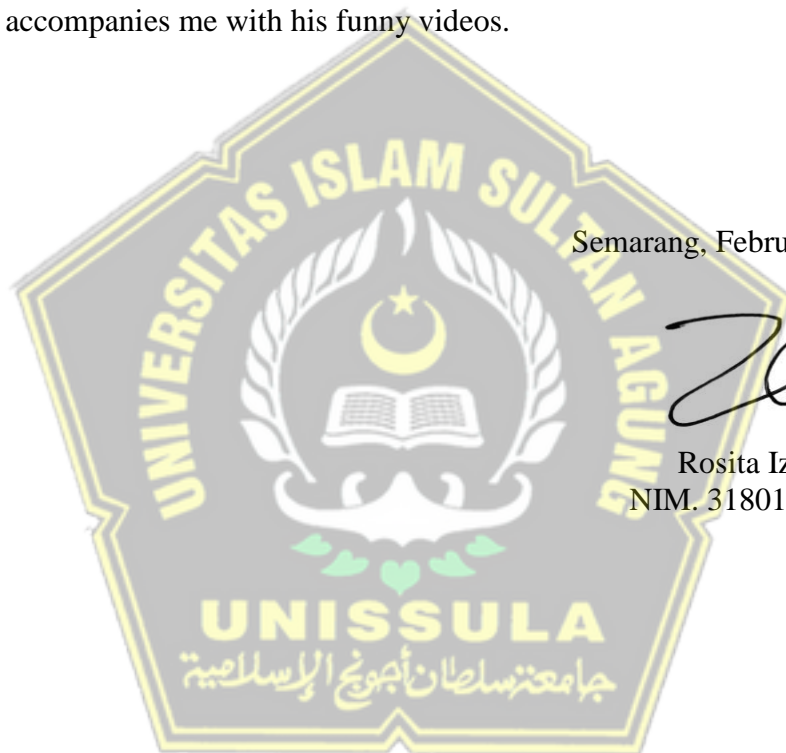
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*Alhamdulillahirobbil'alamin.* All praises belong to Allah, the Lord of the world for His mercies and blessings to enable me finish this final project completely. In this opportunity, I would like to convey my deepest gratitude and appreciation for many people who have helped me finishing this final pfoject. I personally would like to express my gratitude to :

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Semarang, February 11<sup>th</sup>, 2023

Rosita Izlin  
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# CHAPTER I

## INTRODUCTION

This chapter explains about the background of the study, the reasons for choosing the topic, the statement of the problem, the objective of the study, the limitation of the study, the significance of the study, the definition of the key terms, and the organization of the study.

### **1.1 Background of the Study**

Learners understand that lifelong learning became their norm. The idea of learning English was a ticket for advanced jobs or international students. Nowadays, English knowledge had become one of many skills that can help individuals obtain meaningful employment opportunities and obtain better job or career development. As English teachers in the 21<sup>st</sup> century, it was more important than ever for us to learn to use multimedia technology in the classroom, model its extensive use, and seek relevant and purposeful teaching strategies to attract learners and learn to the maximum (Fatimah & Santiana, 2017). In fact, the implementation of Indonesia's advanced multimedia technology in education was still at an early stage and had not been fully utilized. According to Ministry of Finance Republic of Indonesia (2020), the obstacles and problems in the application of multimedia technology in the education field were due to: underdeveloped infrastructure in Indonesia, and the application of these technologies in Indonesian schools; and insufficient human resource preparation.

The implementation also supports multimedia application school technology. Therefore, in the process of teaching English to the learners, it was very important to apply multimedia technology to education in Indonesia so that they would not be left behind by the students from other countries.

Multimedia was very important for teachers to help students understand English as a foreign language. Even teachers could use a variety of multimedia in the process of English teaching and learning, especially in the process of teaching English to learners. According to Kemala (2016), creating an enjoyable context in teaching English to the learners was essential for teachers to maintain the students' attention. It meant the role of the teacher was very important in motivating the students' interest in English teaching-learning process and also in maintaining the relationship between the teacher and students.

Considering the situation, SMA N 2 Semarang was one of the best senior high school in Semarang. It had structured and advanced technology, for example, each classroom was equipped with an LCD projector and sound, especially in the class of 12<sup>th</sup> grade. With all available facilities it made it easier for teachers in the teaching process. English teachers there were also very millennial and literate. These factors make teachers used the multimedia technology in teaching English.

Therefore, multimedia technology was the best solution to the problems mentioned above. Because it had also been proven in math and science learning. According to Gartika et al. (2019), the use of multimedia in the mathematics learning process has caught the interest of both students and teachers. It was well



suited for application since it may link students' classroom learning to real-life situations, resulting in real-world knowledge. Using of multimedia in science learning could assist students in solving difficulties and improving their comprehension of subjects (Sukariasih et al., 2019). From the teacher's viewpoint, this paper explored the use of multimedia as technical instrument in English learning. Audio multimedia, visual multimedia, audio-visual multimedia, and the teacher as a model are all examples of multimedia that a teacher could use while teaching English (Rahmi, 2014). Those kinds of multimedia could make the learning activities more enjoyable as mentioned by Kemala (2016), providing an enjoyable background in teaching English to the learners was necessary for teachers to retain the students' attention.

When using multimedia technology to teach English to the learners, there were still some shortcomings, such as the lack of existing facilities to support this kind of learning in schools, because not all schools provided this kind of technology, but this did not weaken the use of teachers in the learning process. The desire of multimedia technology, because its weaknesses brought more benefits. By creating a more exciting and effective learning environment, enabled the learners to had more authentic and meaningful learning experiences that engage their effort and behavior. In addition, it allowed learners to collaborate with one another. These benefits had the potential to improve learner quality in the future (Fatimah & Santiana, 2017). Based on the background, the researcher was excited to undertake a study with the following title: ***“Teacher’s Perspective in Using Multimedia Technology for Teaching English”***.

## 1.2 Reasons for Choosing the Topic

The study provides a judgement for the reasons mentioned:

1. English teachers at SMA N 2 Semarang used multimedia technology in their teaching process. It would know what SMA N 2 Semarang English teachers perceive about the use of multimedia in teaching English whether made it easier and more attracting for teachers to convey material in the classroom.
2. Multimedia technology was a great interest to SMA N 2 Semarang English teachers in conveying learning in this modern era. It would identify which media was appropriate for use in teaching English.

## 1.3 Statement of the Problem

This research was conducted to answer the questions raised in the following questions:

“How do the teachers perceive the use of multimedia technology in teaching English at 12<sup>th</sup> grade of SMA N 2 Semarang?”

## 1.4 Objective of the Study

Objective of the study based on the statement of the problem formulated above:

“To present the teachers' perspective on using multimedia technology to teach English at 12<sup>th</sup> grade of SMA N 2 Semarang.”

### 1.5 Limitation of the Study

The limitation of the study was limited to the subject and object investigated. The subject of this study was the two English teachers of SMA N 2 Semarang in the academic year of 2022/2023. The object of this study was to present the teachers' perspective toward multimedia technology used in teaching English to the learners: (1) It focused on explaining the multimedia technologies used by English teachers at SMA N 2 Semarang; (2) the advantages and disadvantages of using those media; (3) and how they used those media.

### 1.6 Significance of the Study

The research intended to be able to provide some significant contributions to English language teaching as follows:

#### 1. Pedagogical Significance

##### a. For learners

It was expected by using multimedia technology, the learners were likely learning English with fun and unconsciously doing the study process because they really enjoyed learning English by using multimedia.

##### b. For teachers

It was hoped that the teachers had a profound comprehension of the use multimedia technology and helped them in adapting those kinds of multimedia in teaching English in the classroom to make teaching learning process more fun.

c. For schools

The schools which had supported students and teachers to use multimedia technology in their facilities were considered as reputable schools.

2. Practical Significance

a. For learners

The findings of the research were expected to motivate them to adapt and be accustomed to the media used by the teacher.

b. For teachers

The findings of the research were supposed to be able to make the teachers aware of the students' perception of multimedia application.

c. For future researchers

This research could enrich literature or became a reference to conduct similar research in other places or different research in the same place.

**1.7 Definition of Key Terms**

In order to comprehend the importance of the topic, it was crucial to define key terms. The following definitions were given for the key terms of the study:

1. The term multimedia could be described in several of ways, depending on one's point of view. Multimedia was defined as a computer program that includes at least one of the following elements: audio or sophisticated sound, music, video, pictures, 3-D graphics, animation, or high-resolution images in addition to a text. The examples of

multimedia were computer program, internet platform, video, CD recording, website and multimedia presentation (Barbara, 2016).

2. Perception was referred to as the way someone expresses an opinion on something and was described as having a wide imagination and a significant representation of an information poured into each person's mind (Lekhanya & Dlamini, 2017). Teachers' perspective was part of a matrix of existing relationships, practices and ideas within the school and the larger "culture" of the school system (Mcgrail, 2005).

### **1.8 Organization of the Study**

To ensure that the readers understood the purpose of the study and the order in which teachers perceive the use of multimedia technology, the study was divided into five chapters:

Chapter I was introduction, which covered the background of the study, the reasons for choosing the topic, the statement of the problem, the objective of the study, the limitation of the study, the significance of the study, the definition of the key terms, and the organization of the study.

Chapter II was a review of related literature. It discussed about the underlying theory of the research. It covered the explanations of some terms.

Chapter III was method of study which was used in conducting this study. It consisted of design, subject, data, instrument of the study, technique for collecting data, data collecting procedure, data analysis, and time schedule.

Chapter IV was analysis of results and discussion. It discussed the finding of the study, including the validity of the instrument, the result of the study and the discussion of the study.

Chapter V was conclusion and suggestion. It contained the conclusion of the result of the study and also the suggestion consists of the researcher's suggestion for the students, teachers, school, and the further researcher.





## CHAPTER II

### REVIEWS OF RELATED LITERATURE

This chapter presents about multimedia technology in teaching English, types of multimedia, teachers' perspective in multimedia technology and the review of the previous studies.

#### 2.1 The Use of Multimedia Technology in Teaching English

Multimedia technology was seen as important in educational institutions to keep education relevant in the twenty-first century (Selwyn & Gorard, 2003). The use of multimedia mentioned here involves the use of Laptop or Computer, Smart Application Creator (SAC), Canva, Microsoft Teams, Padlet, Quizizz, Kahoot, Internet, LCD Projector, and Powerpoint. Computer present text, graphics, video, animation, and sound in a seamless manner (Zhen, 2016). The multimedia teaching device would completely activate the students' audio-visual and other sensory organs, resulting in the best cognitive impact possible. According to Chiang et al. (2013), computer could attract students' attention through vibrant pictures, fresh colors, and texts and sound to improve their learning focus and interests. It could also impress students' interest in actively studying English. Multimedia teaching could not only pique students' interest in learning, but it could also made lessons more lively and enjoyable. As a teaching and learning tool for teachers and students, technology was gradually becoming a part of the English classroom. One of the ultimate aims of multimedia language teaching was to enhance student' enthusiasm and interest in learning, which can be a valuable

way to engage them in language learning (Sagar, 2017). As a result, multimedia teaching was crucial, especially in English lesson; only successful multimedia coordination could better completed the teaching mission. Teachers should do everything possible to titillate students' interest in a feel comfortable point and encouraged them to engage in class with a deep sense of excitement and enthusiasm.

## **2.2 Multimedia Technology in Teaching English**

According to Munir (2020), multimedia technology is a blend of computer technology both hardware and software with electronic technology. A range of hardware and software tools can be used to create applications. The application is therefore a component of multimedia technology. This sub-chapter explained about the theory of the study. It included definition of various multimedia, such as Laptop, Smart Application Creator (SAC), Canva, Microsoft Teams, Padlet, Quizizz, Kahoot, the Internet, LCD projector, and PowerPoint.

### **2.2.1 Laptop**

Education systems all over the world are starting to see the value of laptops as a way to incorporate multimedia technology into teaching. As a result, educational sector has started providing laptops to teachers through a number of programs (Moses et al., 2009). The favorable effects of laptops on teachers' professional and personal growth, as well as the tools, knowledge, and circumstances that made it easier for them to incorporate ICT into their daily life, were proven by Rutledge et al. (2007). Per the reports, teachers who had laptops had easier access to tools for class planning and preparation as well as chances to

organize management and administrative work. Students benefited from the teachers' enhanced skill and confidence in using multimedia technology in teaching, according to the teachers. Schools can offer teachers a variety of chances to expand their technological proficiency and laptop expertise, including opportunity for them to create their own lesson plans. To enhance better that the usage of computers leads in greater student learning, it is essential that professional development for teachers place a strong emphasis on the pedagogical elements of laptop implementation (Inan & Lowther, 2010). In conclusion, the adoption of laptops has a positive effect on teaching design and the learning environment.

### **2.2.2 Smart Application Creator**

One of the applications that can be utilized as a teaching tool is Smart Application Creator (SAC). Smart Application Creator (SAC), according to Azizah (2020), is a desktop tool used to create apps for ios without using any programming languages. The html5, exe, and apk file formats are all supported by this application. SAC could be used as an alternative tool for offline learning because it doesn't require Internet limits. Additionally, it contains features like PowerPoint and e-book presentations that make it simpler for students to comprehend the material being presented. It might have interactive images, videos, music, and menu. In short, the students happily accept this straightforward performance.

### 2.2.3 Canva

According to Wijayanti (2022), Canva is a great tool for teaching English. Canva is another simple-to-use application for teaching English that enhances the teaching and learning process and is simple to disseminate. Canva is regarded as a tool that, with only a few clicks, can turn intangible concepts into tangible sitemaps. Additionally, the features provided may create a comfortable learning environment, affecting the concentration, memory, and attitudes of the students. Students who are optimistic about their circumstances will also be optimistic about what they are doing and are more likely to actively engage in the learning process. To achieve these learning goals, teachers are creating a variety of technology-based teaching material. Within that conclusion, Canva is simple to use because it offers all the requirements needed for teaching and learning, including videos, images, and colors. Additionally, Canva develops into an engaging app and a practical solution for the teaching and learning process.

### 2.2.4 Microsoft Teams

Microsoft Teams, according to Barus et al. (2021), is indeed an integrated collaboration and communication platform that incorporates work discussions, video meetings, storage services (including file sharing), and application integration. This application integrates with Office 365 licenses and can also be used with non-Microsoft products. By offering, enhancing, and distributing quality education for teachers and students, these two applications have become a part of the Indonesian education ecosystem. Additionally, Microsoft Teams enables to hold meetings to exchange and work on updating files, even if they are

using other applications and services. It encourages teamwork by allowing users to meet and collaborate in real time to complete tasks. Furthermore, it enables the students to experiment with informal discussions, make quick changes to tasks, work with team documents, and collaborate with others in the creation of a final result (Fernando & Calvo, 2021). It can be concluded that Microsoft Teams is regarded as an innovative platform with unique features that enable English teachers to manage increased engagement and create a positive learning environment.

### **2.2.5 Padlet**

According to Lysunets & Bogoryad (2015), Padlet is used to cooperate in collecting ideas, discussing, and more. Padlet also aims to gather website inquiry hyperlinks and data by keeping the wall accessible to comments, solicit feedback, discussion, or student perspectives. When a task is given, students select their topic and create a wall around it themselves, which clearly awakens a flame of creativity and enthusiasm in the students. Padlet can be used in a number of educational circumstances. It enables teachers to get an extra guidance for the students to help them understand English more easily. Padlet, on the other hand, might be a platform for students to express their ideas about what they have learned in regard to the material that the teacher provides. They can complete the task on Padlet, provide feedback, and revise it (Lestari & Chasanatun, 2018). Implementing Padlet in teaching english classes has been shown to enhance student engagement and motivation. Padlet was the main platform used by students to cooperate, communicate, and share opinions with their classmates and

the teacher (England, 2017). The use of Padlet in teaching can make it much easier for teachers to determine students' competence or willingness in reacting to particular topics presented by the teacher (Anwar et al., 2019). Therefore, Padlet is a simple tool for English teaching and learning.

### **2.2.6 Quizizz**

Quizizz, according to Zuhriyah & Pratolo (2020), is a popular assessment tool in practically all stages of education. Quizizz offers multi-player games that make classroom sessions more involved and enjoyable, such as giving answers. Students can use their mobile devices to participate in interactive classroom activities with this application, enhancing their experiential learning. Quizizz has the following features: First, based on the evaluation objectives, the Quizizz program can be configured in two game modes: live or homework. Quizizz is extremely beneficial to both students and teachers because the student pace appears on each student's screen, allowing them to answer questions at their own leisure and check their answers at the end. The teacher also received detailed class and student level insights for each quiz and could export the report as an Excel file (Lestari, 2019). It is a fantastic way because teaching often does not rely on textbooks and paper as the media. As a result, students and teachers are no longer burdened by educational media.

### **2.2.7 Kahoot**

According to Lestari (2019), Kahoot is a tool or platform that may be used to play a game, quiz, discussions, and as sessments. It has since emerged as a substitute for using interactive games tests to encourage competition. There are



some components in Kahoot that can assist students in their learning. They are evaluate, review, and suitable application; recap learning; pre-assess and practice before tests; re-energize the classroom and reward excellent behavior; acquire classroom insights; gather ideas; encourage teamwork; challenging previous results; join international classrooms; implement new topics. Susanti (2017) also mentions that Kahoot has three components-the quiz, survey, and discussion-can be used as an evaluation tool, a conversation starter, and a tool to encourage student's discussion of any particular English topic. The Kahoot mode that teachers choose to utilize in the classroom is entirely up to them. Theoretical courses like linguistics, grammar, reading, and other topics can be taught through quiz.

### **2.2.8 The Internet**

The internet, according to Gordon (1995), is the world's largest computer network, linking millions of computers. The Internet is very useful in the activities of teachers and learners in the education sector; using the Internet, they may develop their abilities, and they can search for and continue growing skills using the various features available on the Internet. By using the Internet for focal discipline research not only develops higher order thinking abilities, but it also encourages critical and social literacy when learners engage a range of material and integrate this through cooperation and collaboration with their peers. Members of focus discipline groups typically develop strong intercultural friendships as a result of their joint efforts during the semester (Rahmi, 2014). It

can be concluded that the internet plays a major role in the development of education, especially in teaching English.

### **2.2.9 LCD Projector**

LCD projector is one of the media that can allow the teacher to present material on a large screen, such as material in the form of a graphic, text, PowerPoint, and video. This media is used by the English teacher to display other media such as graphics, texts, videos, and power points on the screen. By using this multimedia, all of the learners in the classroom can see clearly about the material that the English teacher has provided them, because it can make little text and small photos in the laptop appear larger when displayed on the screen (Agustia et al., 2017). Thus, the LCD projector is often used by the teacher in teaching English, as using the LCD projector makes it easier for the teacher to deliver the material.

### **2.2.10 Power Point**

According to Barbara (2016), PowerPoint is the most well-known and widely used tool nowadays. Its popularity is expanding since it is thought to have a substantial impact on teaching and learning. PowerPoint contains animation, graphics, color, and fictitious elements. A wide variety of computer programs and procedures can be used. The findings demonstrate that displaying things on a computer increases attention, which influences learning outcomes. PowerPoint also enhances four language acquisition skills: listening, speaking, reading, and writing. This tool stimulates the imagination, aids comprehension, and enhances short and long-term memory. When graphics and words are presented

simultaneously, knowledge retention improves. Color has been shown to be a memory trigger and to be stored as a verbal representation that enhances language acquisition. In many circumstances, the colors might serve as a signal in reacting to teachers' messages. The English teacher created slides in this media that allow for the inclusion of images, texts/paragraphs, and videos. When presenting words and graphics, the English teacher used this media to explain the material. The English teacher also asked the students to describe anything they saw on the power point (Agustia et al., 2017). As a result, power point is one of the medium that is being considered for use in teaching English.

Based on the description described above, it could be concluded that multimedia technology came in a variety of ways. Some of them included such hardware and software as laptop, the internet, LCD projector, and PowerPoint. Some of the others included in the application, such as Microsoft Teams, Padlet, Quizziz, and Kahoot. Each of them had a different function. However, knowing every types of multimedia technology made it easier for the teacher in teaching English.

### **2.3 Teachers' Perspective in Multimedia Technology**

According to Tanjung (2019), teachers' perspective toward multimedia technology has a significant impact on students' learning quality. Thus, the first issue that they should address in terms of technology integration is their commitment to adapt to the new situations and develop their own skills in order to motivate students to learning English. Commitment is essential because it is the wheel that can encourage teachers to open their minds and force them to

understand the needs of their students. Furthermore, commitment motivates teachers to make an effort to keep their students engaged in class and learning from their peers. Moreover, building a positive commitment is not enough; teachers must also change their perspective toward the use of multimedia technology. Furthermore, teachers must prepare themselves by investigating the use of multimedia technology in order to improve the quality of learning. Teachers should urge themselves to study or enhance their knowledge of how they employ multimedia technology in their teaching process. Overall, commitment, attitude, and self-skill development are important factors in promoting successful multimedia technology integration in the classroom. When asked about using multimedia technology in the teaching and learning process, Masruddin (2014) discovered two patterns. First, teachers see that the use of multimedia technology causes a fundamental change in the classroom, which creates issues for teachers who see the change including at odds with broader educational paradigms. Second, teachers see teaching as an important part of implementing multimedia technology in the classroom. As a result, teachers have their own perspectives in using multimedia technology. Teachers' and students' perceptions may differ; yet, the teacher's perspective is significant since it can be used as feedback to enhance the teaching learning environment.

According to Demetriadis et al. (2003), teachers who choose to adopt computer-supported multimedia technology should establish their own perspectives about the purposes that these technologies enable students to achieve, the performance objectives, the necessary abilities, the recommended strategies,

and also the appropriate behaviors and attitudes. It would be fascinating to learn what teachers believe about the potential benefits and restrictions of multimedia technology. These advantages and disadvantages should relate to learning as teachers are in responsible for supervising students' educational processes. Knowing teachers' perspectives on these topics may help us better understand what teachers expect to achieve when using multimedia technology as well as why certain teachers are hesitant to use various types of multimedia and utilize them in particular ways (Antonietti & Giorgetti, 2006). Creating pre-service and in-service teaching that effectively addresses teachers' assumptions and defenses may assist in understanding teacher' perspectives.

There were several aspects of teacher's perspective in using multimedia technology. The important aspects of teacher's perspective were the types of media that could be used to teach English, their advantages and disadvantages, and the manner in which media were used. By using these aspects made it easier in instrument making and dig deeper into the teacher's perspective in multimedia technology.

#### **2.4 Review of the Previous Studies**

In order to know more about the information of *“Teacher's Perspective in Using Multimedia Technology for Teaching English”* the researcher needs to review the previous studies on comparable topics. The previous research entitle *“Using multimedia in the English language classroom”* was conducted by Barbara (2016). The study's purpose was to show how the use of multimedia in foreign language classrooms affects language education. The objective of the

research was to assess the advantages and disadvantages of using multimedia in the foreign language classroom. An anonymous survey was used to carry out this study. There were 30 participants: English teachers from elementary schools, middle schools, high schools, language schools, and universities who took part in the Poznan survey. Although the study was conducted in Poznan, the participants came from various places; 24 of the participants, the majority, claimed to be from the city, and the other 6 lived outside the bigger agglomerations. According to the survey, teachers utilized multimedia technology either every day throughout every lesson or at least multiple times each month. Teachers implemented various sorts of multimedia to connect with students and increase English learning as school conditions improve. CD recordings, videos, websites, internet platforms, computer applications, and multimedia presentations were among the multimedia tools used to improve language education and were seen as fundamental in the classroom laboratory. This suggests that employing multimedia in the English language classroom has more benefits.

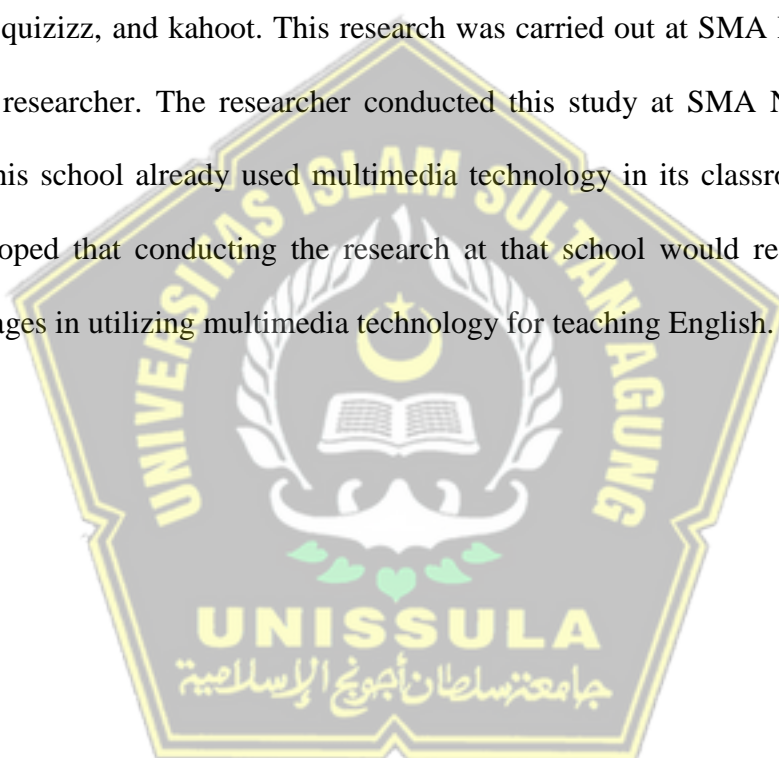
The second previous study entitled *“Use of Multimedia Technologies in English Language Learning: A Study”* by Thamarana (2016). The study's purpose was to analyze learners' perspectives on the use of multimedia technology for English learning. According to this study, popular methods for analyzing perceptions include surveys, focus groups, and interviews. It was given to 320 undergraduate students. The survey findings were used to establish the conclusion. To investigate learners' perceptions of multimedia technology as non-traditional modalities of education. According to the survey results, the majority



of students appeared to have favourable opinions regarding the employment of Multimedia Technologies in English language learning. They all recognized that multimedia technologies play an important role in language acquisition because they allowed students to study at their own speed, improve in self-understanding, and did not impair with communication with the teacher. The data also implied that multimedia technology enhanced language learning aid in individual motivation for students and facilitated conceptual understanding.

The title of last previous study was “*Teaching in the 21<sup>st</sup> Century: Students-Teachers' Perceptions of Technology Use in the Classroom*” was conducted by Fatimah & Santiana (2017). The study's purpose was to look at the perceptions of students and teachers while preparing lessons with multimedia technologies. This study used qualitative approach to evaluate student-teachers' perceptions on the usage of media technologies for English instruction. The data was gathered through the use of a questionnaire and an interview. Some media technologies were presented to one hundred student-teachers in a Technology Enhanced Language Learning class in this study. Prezi as an online software presentation, Glogster as a visual online poster, Edmodo as an online networking application, Toondoo as an online cartoon strip maker, and Goanimate as an animated video creation were examples of web-based instructional media that can be used to teach English as a foreign language. The perceptions of student-teachers on the employment of media technologies were studied in this study. According to the data, they were interested in using those technologies for teaching. They gained confidence in teaching and develop their creativity by utilizing these media tools.

According to the description above, the three journals and this study have something in common that they all use multimedia technology to teach English. This study also has differences with the three journals mentioned before. The students and teachers were the objects of the previous study but in this study focused on the teachers' perspective. Here was also renewal that had not existed in the previous studies, such as new multimedia applications: microsoft teams, padlet, quizizz, and kahoot. This research was carried out at SMA N 2 Semarang by the researcher. The researcher conducted this study at SMA N 2 Semarang since this school already used multimedia technology in its classrooms. Thus, it was hoped that conducting the research at that school would result in further advantages in utilizing multimedia technology for teaching English.



## **CHAPTER III**

### **METHOD OF STUDY**

This chapter discusses about the design of the study, the subject, the data for the study, the instrument, the technique for collecting data, the data collecting procedure, the data analysis, and the time schedule.

#### **3.1. Design of the Study**

In this study, the researcher used the qualitative research method with a phenomenological approach. It aimed to find out teacher's perspectives about multimedia technology in teaching English. Qualitative research method called "phenomenological approach" looks at people's statements of their experiences to understand how they feel (Katrina, 2005). To describe the significance that experiences had for each person was the aim of phenomenological studies. Participants in phenomenological research were asked to explain their experiences according to how they understand them. Although they might write about their experiences, in-depth interviews are usually used to gather the data. In this study, the researcher look into the types of media used by English teachers at SMA N 2 Semarang, the advantages and disadvantages of using those media, and how they used those media.

### **3.2. Subject of the Study**

This sub-chapter consisted of population and sample of the study

#### **3.2.1 Population of the Study**

According to Shukla (2020), population is the collection or group of all the units to whom the study's findings are to be implemented. The population in this study was the English teachers of SMA N 2 Semarang in the academic year 2022/2023.

#### **3.2.2 Sample of the Study**

The sample of this study focused on the English teachers of the twelfth grade. The study was going to be conducted on the twelfth grade which had two teachers. The researcher used purposive sampling in this study. Purposive sampling was focused on the study's judgment of which participants provided the most accurate information to meet the goals of the study (Etikan & Bala, 2017). It was frequently used in qualitative research to find and to pick the instances with the most information so that the resources were used as effectively as possible. In order to do this, people or groups who were knowledgeable and skilled in the topic of interest must be identified and chosen (Etikan, 2016). The main goal of purposive sampling was to focused on particular characteristics of a population that are of interest, which would best enable the researcher to answer the research question, therefore, the researcher wants to know more about the teachers' perspective in using multimedia technology for teaching english.

### **3.3. Instruments of the Study**

The researcher used observation and in-depth interview as the instruments to gather the data for this study. The researcher gained information of the learning situation in the classroom through observation, as well as the types of media the English teacher used, and the classroom activities that took place when they used media to teach English. The researcher learnt more about how teachers utilize media to teach English by observing the classroom activities. The English teachers at SMA N 2 Semarang were the subject of a part of the researcher's interview. To learn more about the advantages and disadvantages of using those media in teaching English, the researcher conducted an in-depth interview. By using this instrument, the data loss could be prevented and the validity of the data was ensured.

### **3.4. Validity of the Instruments**

The research used expert judgment to validate the instruments. Expert judgment was part of the content validity. Content validity was one of the assessments assessed by testing the worthiness or relevance of the test's content by rational analysis by the panel of competent or by expert judgement (Crocker, 2015). The researcher consulted the counselor on the observation sheet for advise prior to conducting research. The validity of the data confirmed by the two lecturers as the expert judgment. It used to systematically analyze and judge whether the instruments actually measure the things they were supposed to measure. It determined whether or not the observational criteria and interview question items were valid.

### **3.5. Reliability of the Instruments**

In research, reliability is a test performed to determine the consistency of the measuring tools employed and whether they are dependable or not (Dewi, 2018). The study applied triangulation. According to Sugiyono (2018), triangulation is a way or technique for data collection that has the ability to combine or join existing data collections and sources.

### **3.6. Technique for Collecting Data**

In order to gain a better understanding of the participants' perspectives and experiences with using multimedia technology in teaching English, this study gathered qualitative responses from the participants about their experiences. This study used in-depth interview technique to gather its data. The use of in-depth interview as a technique for gathering qualitative data was beneficial for a range of tasks, such as identifying issues, assessing needs, and improving programs (Guion, 2006). Using this technique, a respondent was chosen in order to collect accurate verbal responses that could be used as measurements. The interviewer and participants conducted this process face-to-face. To gain more about the media types utilized by English teachers at SMA N 2 Semarang, as well as the benefits and drawbacks of using each one, the interviewer conducted in-depth interviews to each of them.

The following techniques of the study to do the observation and the interview followed:



1. The researcher ensured the validity of the instruments by preparing a validation rubrics.
2. The researcher gave the validation rubrics and the questions list to the expert to be validated.
3. The researcher asked permission to the study program, the faculty, and the school in conducting the research.
4. After the permission had been got, the researcher arranged a meeting with the respondents that used for doing the observation and the interview.
5. The observation done in the classroom on the day which had been agreed before with the respondents.
6. After that, the researcher conducted the interview one by one.
7. Then, the data analyzed by adopting the data analysis procedure from Khokhar et al. (2020).
8. Last, the reseacher concluded the result of the study that answers the research question.

### **3.7. Data Collecting Procedure**

The following procedure of the study followed:

1. Requesting approval from the study program, the faculty, and the headmaster of SMA N 2 Semarang.

2. Asking permission from the English teachers at SMA N 2 Semarang in the academic year 2022–2023 who participated in the study.
3. Using interview and observation to carry out the study.
4. The researcher gathered and analyzed the data.

### **3.8. Data Analysis**

The researcher in this study used thematic analysis in qualitative research. Thematic analysis, as defined by Khokhar et al. (2020), was the process of locating patterns and themes in the data. This started at the data collecting phase and lasts through the transcription, reading and re-reading, analysis, and interpretation stages of the data. When reading and rereading the transcript, the researcher must remember the important question of extensive research, as these questions guided the researcher's thinking on the data and what the researcher considers worthy of a theme. The data analysis procedure was adopted from Khokhar et al. (2020), such as:

#### **1. Collecting data**

This process began with data collection. It was very important to get a thorough overview of all the data collected before starting to analyze. After the data was collected, the researcher continued the transcription process. At this phase, the researcher examined all the data from all the interviews and began to make notes, and this was when the researcher started marking early ideas that could describe the content.

## 2. Reading and re-reading the transcripts

The next step was reading and re-reading the transcript. The purpose of this phase was to become familiar with data collection content, and began to pay attention to things that might be relevant to research questions. The researcher needed to read through the database until the researcher feels the data's content in depth. Made a note on all individual datasets and transcripts. The making of notes at this phase was observational and casual rather than systematic and inclusive.

## 3. Analysing and interpreting the data

For interview, it involved selection of the data to be analyzed and then establishing 'stories' of each theme with or around this. Data should be interpreted and linked to research questions, and to the scientific field where the research was located. The analysis of the data began with a few data features that provide the basis for an interpretation of broader minimalization and individualization - a pattern throughout the data pool. The conclusion could and must be drawn from the entire analysis. So analysis needed to make interconnections between the theme and state overall about the dataset.

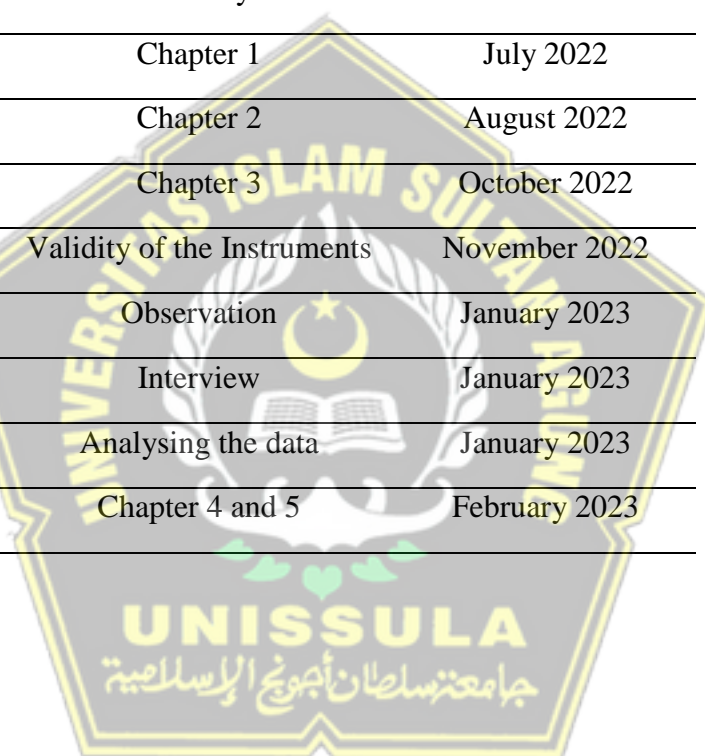
The data also gathered by the researcher by using observational tools. The data organized systematically before the data analysis was carried out. The research question determined how the data categorized and sorted. The researcher conducted qualitative analysis of the data to discover, classify, collect, and arrange the verbal instructions before categorizing them by the topic.

### 3.9. Time Schedule

This study carried out for one month in January at SMA N 2 Semarang after the preparation and submission of the research for approval by the faculty were complete. Time schedule could be seen on the following table:

Table 3.1 Time Schedule

No	Activity	Time Schedule
1	Chapter 1	July 2022
2	Chapter 2	August 2022
3	Chapter 3	October 2022
4	Validity of the Instruments	November 2022
5	Observation	January 2023
6	Interview	January 2023
7	Analysing the data	January 2023
8	Chapter 4 and 5	February 2023



## CHAPTER IV

### ANALYSIS OF RESULTS AND DISCUSSION

The result of the study is presented in this chapter. This chapter is divided into three main sections; they are the validity and reliability of the instruments, the data analysis and the discussion of the study. The data analysis presents the collected results through the observation and the in-depth interview. The discussion dealt with the interpretation of the data analysis in this study.

#### 4.1 The Validity of the Instruments

In this sub-chapter, the researcher analyzed the validity of the instruments which were used. After that, the researcher elaborated the information about all of the data which had been collected. Then, the researcher described the respondents' responses about the instruments which were from the observation and the interview.

The validity of the instruments had been analyzed before the researcher handed out them to the respondents. It was done for assuring that the instruments were valid to be used. Before the research started, the researcher validated the instruments by making validation rubric for both the observation and the in-depth interview to make the validators easier to give comments and suggestions.

##### 4.1.1 Observation Validity

The observation validation rubric was adopted from (Normadhita, 2018). Then, the validation rubric and the instruments were given to the two proper

validators. The validation rubric used 4 scales scoring criteria, (1 not acceptable), (2 below expectations), (3 meet expectations), and (4 exceed expectations). From the validation process, there were 3 statements of the observation validation rubric for 10 statements of observation checklist. There was the differences in the scores from the two validators. The first validator scored 3 (meet expectations) on 3 statements and the second validator scored 4 (exceed expectations) on 2 statements and 1 statement was scored 3 (meet expectations). Therefore all of the statements on the observation were valid.

#### **4.1.2 In-depth Interview Validity**

The interview validation rubric was adopted from Simon & White (2012). Then, the validation rubric and the instruments were also given to the two validators. The validation rubric used 4 scales scoring criteria, (1 not acceptable), (2 below expectations), (3 meet expectations), and (4 exceed expectations). From the validation process, there were 12 statements of interview validation rubric for 10 statements of interview question list. There was the differences in the scores from the two validators. The first validator scored 3 (meet expectations) on 12 statements and the second validator scored 4 (exceed expectations) on 7 statements and 5 statement was scored 3 (meet expectations) that meant the statements on the interview were valid to be asked.

#### **4.2 The Reliability of the Instruments**

In order to measure the reliability of the instruments, the researcher used triangulation. According to Sugiyono (2018), there are three categories into which



triangulation can be divided: resource triangulation, data-collection techniques triangulation, and time triangulation. The researchers triangulated the data in the study by using data-collection techniques. The researchers compile data through observation and in-depth interview.

### 4.3 Research Findings

The research findings were discussed in this chapter once the data was assembled and coded. It expanded on the result analysis of the observations and the in-depth interviews.

#### 4.3.1 Analysis of the Observation Result

In this part, the researcher explained the observation result that were arranged by adapting from Arianto (2020) which related to the teachers' perspective in multimedia technology in teaching English. There were ten statements of the observation for the two respondents. The observations were conducted from Tuesday, January 24<sup>th</sup> 2023 to Thursday, January 25<sup>th</sup> 2023. The table below would describe the results of each aspect.

Table 4.1 Observation Checklist Result

No	Valued Aspect	Observation Result			
		Teacher 1		Teacher 2	
		Yes	No	Yes	No
1	<b>Media Display</b>				
	1. Media size is well accessible to students	✓		✓	

	2. The media used is not easily corrupted		✓		✓
	3. Media appearance attracts the students	✓		✓	
	4. Media gives illustration or pictures consistent with reality	✓		✓	
	5. Media outline is displayed according to the material	✓		✓	
<b>2</b>	<b>Media Use</b>				
	1. Teachers use media that keeps students active in learning	✓		✓	
	2. Teachers use a learning media that fits basic competence	✓		✓	
	3. Teachers set up a consistent learning scenario with the learning media to use	✓		✓	
	4. Teachers use the learning media effectively and efficiently	✓		✓	
	5. Teachers put the participation of students at the learning media	✓		✓	

Adopted from Arianto (2020)

#### 4.3.1.1 Description related to the valued aspect of media display

1. On the first statement of the observation, it stated "Media size is well accessible to students"

The table above made it clear that the observation finding in statement 1, both of the teachers were 'yes', indicating that students easily accessed the

media size while learning English. Smart Application Creator (SAC), Quiziz, PowerPoint, and, Laptop, the Internet, and LCD projector were the media that were used. Each student's phone had access to the application materials, which also be viewed on the screen with the LCD projector. Every student in the 12<sup>th</sup> grade utilized the phone to study English through multimedia.

2. On the second statement of the observation, it stated "The media used is not easily corrupted"

The observation results for statement 2 in the table above showed both of the teachers were 'no', indicating that the material utilized was not easily damaged. It was because the media being used was a software: applications and a hardware: laptop and LCD projector. As a result, each of its applications already had security protection, in contrast to the usage of media like books, which were more prone to damage.

3. On the third statement of the observation, it stated "Media appearance attracts the students"

Based on the table above, it could be seen that the observation results in the statement 3 showed both of the teachers were 'yes', which meant media appearance attracted the students. Different application features were displayed in Quiziz, SAC, and PowerPoint with eye-catching text styles, interesting backdrops, and supporting animations that could grab students' attention. Applications like Quiziz and SAC had sound

capabilities when the application was running. While learning English, the media was also shown on the huge screen with the help of the LCD projector and the in-class sound system. Therefore, more students would be interested in it and got enthusiastic in studying English.

4. On the fourth statement of the observation, it stated "Media gives illustration or pictures consistent with reality"

The observation result in statement 4 showed both of the teachers were 'yes' as could be seen from the table above, indicating that the media presented images or photographs that were accurate representations of reality. With the use of multimedia in the classroom, more actual images shown and the subject matter being covered by the students was better understood. Additionally, they were instructed to identify, to evaluate, and to summarize the significance of these kinds of images. Students articulated their discoveries deeper and had higher personal understanding than what was taught by the teachers. The use of multimedia to display was a greater variety of complicated, unique, and varied images.

5. On the fifth statement of the observation, it stated "Media outline is displayed according to the material"

The observation finding in statement 5 could be seen in the table above that both of the teachers were 'yes', indicating that the media outline was presented in accordance with the appropriate content. This was demonstrated when song lyrics and other song-related to the content were

displayed in the media while displaying music content. The content was made more entertaining and understandable by the use of media.

Therefore, from the 5 statements of aspect 1 that was about the valued aspect of media display, the researcher got that almost of the statements were 'yes' and 1 statement was 'no'. The observation results showed the positive responses of the media size, the media used, the media appearance, the media illustration, and the media outline. It could be concluded that the media display influenced the teaching activity.

#### **4.3.1.2 Description related to the valued aspect of media use**

1. On the first statement of the observation, it stated "Teacher uses media that keeps students active in learning"

As could be seen from the table above, the observation finding for statement 1 indicated that both of the teachers were 'yes', showing that the teacher made the use of media to keep students engaged in their studies. Due to the game-based design of Quiziz, students were extremely enthusiastic in learning English paired with interesting application displays. It was actively participated in by the students.

2. On the second statement of the observation, it stated "Teacher uses a learning media that fits basic competence"

The observation result in statement 2 showed both of the teachers were 'yes', which suggests that the teacher employed a learning medium that

matched basic competency, as could be seen from the table above. The media could preserve the fundamental, practical, and realistic ideas of teaching. When the teacher used the SAC, the home menu contained a listing for basic competence, which proved this. The students were inspired. The use of media in learning stimulates the motivation of the students.

3. On the third statement of the observation, it stated "Teacher sets up a consistent learning scenario with the learning media to use"

According to the table above, it was clear that statement 3 showed both of the teachers were 'yes', indicating that the teacher had built up a lesson plan that was appropriate for the learning materials. At the time of observation, the material presented was regarding the discussion of UTBK (*Ujian Tulis Berbasis Komputer*). The teacher divided the students into several groups to present the materials by using the media. The first media used was Quiziz. It was used to work on questions that directly accessed by all of the students via WhatsApp group. After completing the exercises, the material was discussed together by using PowerPoint and LCD projector media.

4. On the fourth statement of the observation, it stated "Teacher uses the learning media effectively and efficiently"

Based on the table above, it could be seen that the observation results in statement 4 showed both of the teachers were 'yes', which meant that the



teacher used the learning media effectively and efficiently. With the use of multimedia technology, teachers could engage with the students and created more profound and meaningful learning experiences.

5. On the fifth statement of the observation, it stated "Teacher puts the participation of students at the learning media"

The observation result in statement 5 in the table above indicated that both of the teachers were 'yes' implying that the teacher encouraged the student to involve in learning English by using the media. The students indirectly contributed to use the media in learning English. They were divided into several groups to offer material by using various media. The teachers and the students could develop relationships with the aid of the media.

Therefore, from the 5 statements of aspect 2 that was about the valued aspect of media use, the researcher got that all of the statements were 'yes'. The observation results also showed the positive responses, the teachers used the media appropriately. In short, it indicated that the teachers played a major role of the use multimedia technology in teaching English.

#### **4.3.2 Analysis of the In-depth Interview Result**

As was described in Chapter III, an in-depth interview was the other instrument besides observation. The researcher had already completed it and analyzed it in this chapter. After analyzing the observation, the researcher then conducted the interview. Two 12<sup>th</sup> grade teachers participated in this interview as the respondents. To avoid miscommunication, the interview was held in

Indonesian. The researcher started the interview by asking each of the primary questions from the in-depth interview one at a time. The interview's transcript and analysis were provided below:

1. First question: What kinds of media do the teachers use in teaching English at SMA N 2 Semarang?

Responses:

Teacher 1

*“Banyak ya. Ada Smart Application Creator (SAC), Kahoot, Quiziz, Canva, Padlet, Powerpoint, Laptop, Internet, LCD proyektor.”*

*“So many. SAC, Kahoot, Quizlet, Canva, Padlet, Powerpoint, Laptop, Internet, and LCD projector are used.”*

Teacher 2

*“Canva, Kahoot, Quiziz, Padlet, Powerpoint, LCD proyektor, Laptop, Internet. Dari sekolah juga dulu menyediakan microsoft teams”.*

*“Canva, Kahoot, Quiziz, Padlet, Powerpoint, LCD projector, Laptop, and the Internet,. Microsoft teams used to be offered by the school.”*

According to the interviewees' responses listed above, all of the respondents discussed the same types of multimedia. Canva, Kahoot, Quiziz, Padlet, Powerpoint, Laptop, Internet, and LCD projector were among of them. Moreover, Microsoft Teams and Smart Application Creator (SAC) were the two

different multimedia platforms that the two interviewees used. In conclusion, the two respondents used a variety of multimedia technology in their teaching English.

2. Second question: How do the teachers use those media in teaching English at SMA N 2 Semarang?

Responses:

Teacher 1

*“Sebelum menggunakan media ini, saya beritahu dulu kalau mau menggunakan SAC, lalu saya kirim link aplikasinya ke anak-anak melalui whatsapp group dan mereka bisa mendownloadnya. Menurut saya, multimedia teknologi akan berbekerja pada saat kita memberikan model pembelajaran yang pas.”*

*“Before using this media, I told them first if they wanted to use SAC, then I sent the application link to the students via WhatsApp group and they could download it. I believe that if we offer the appropriate learning approach, multimedia technology will be effective.”*

Teacher 2

*“Karna materi saat sudah memasuki review soal UTBK, jadi saya membagi mereka kedalam kelompok, nah nanti anak-anak bisa memilih sendiri mau pake media apa. Saya gak membatasi mereka mau pake media apa saja boleh, ya ada yang pakai Quiziz, Powerpoint, macem-macem*

*medianya. Nanti setiap pertemuan mereka akan presentasi menggunakan media yang sudah mereka persiapkan. Saya monitoring gimana kreativitas anak-anak dalam menggunakan media. Jadi anak juga bisa belajar dari situ, pemahaman materinya dapet, belajar penggunaan multimediana juga dapet.”*

“I separated the materials into groups when I included them in the review of UTBK. Therefore, the students subsequently select the media they wanted to use. I do not restrict them in any way, however some do use Quiziz, Powerpoint, and other media. They will use the prepared media to present at the end of each meeting. I keep an eye on the students' innovative media use. Therefore, the students can learn from it, comprehend the subject matter, and learn how to use multimedia.”

In this inquiry, the researcher wanted to know how the teachers used those media to teach English. According to the answer given above, the two respondents had the different ways to deliver the material through the multimedia technology. It could be concluded that the teachers utilized multimedia technology in a variety of ways, it depended on the material being delivered.

3. Third question: What are the advantages of using media in teaching English at SMA N 2 Semarang?

Responses:

Teacher 1

*“Kelebihannya banyak ya. Ya itu, kalau SAC sendiri bisa digunakan saat jaringan offline, jadi gakusah khawatir masalah kuota. Instal aplikasinya juga mudah, hanya dengan klik apk yang saya sudah kirimkan ke whatsapp grup, langsung bisa masuk ke menu utamanya. Gakusah yang ribet daftar-daftar kayak di aplikasi lain.”*

“There are numerous benefits. Yes, SAC itself can be utilized even when the network is down, therefore there are no quota concerns. The application is equally simple to set up; all you have to do is click the apk file I supplied to the WhatsApp group to launch the main menu. Don't waste your time with the intricate lists found in other programs.”

Teacher 2

*“Kita ngajar dari kelas yang satu dan kelas yang lain sama, karna kan kita udah ada template yang udah dibuat dimedianya. Jadi searah ngajarnya, gak ngalor ngidul kemana kemana.”*

“Because we already have a template that has been created in the media, we teach from one class, and the other classes are identical. As a result, it continues to go in the same direction as it does in its lessons.”

As we could see from the interview response above, there were numerous advantages to using multimedia in teaching English. It included being able to use media while the network was unavailable, the application's installation being simple, and the instruction being continuous and organized. Since multimedia had many benefits, the teachers enjoyed to use it in teaching English.

4. Fourth question: What are the disadvantages of using media in teaching English at SMA N 2 Semarang?

Responses:

Teacher 1

*“Memakan RAM HP, apalagi kalau yang RAM hpnya kecil. Soalnya itukan bentuk aplikasi ya mba, jadi membutuhkan kapasitas memori yang lebih.”*

“It takes phone memory, especially if it is limited. The problem is that since it is an application form, thus, more RAM (Random-Access Memory) space is needed.”

Teacher 2

*“Kalo kelemahan yang sering saya jumpai itu kadang gangguan teknis, media satu dengan media yang lainnya kadang gak connect. Tetapi itu bukan masalah besar. Contohnya aja, kalau mau pake media quiziz atau powerpoint itukan nanti disambungkan ke lcd projector dan sound, ya kadang connectnya lama. Makanya sebelum kelas dimulai harus udah persiapan, biar lebih efisien waktunya.”*

“My shortcoming is that I occasionally run into technological issues when one media does not always connect to another. It is not a big deal, though. For instance, you can connect Quiziz or Powerpoint to the LCD projector and speakers, though sometimes the connection takes a while. You need to



be ready before class begins in order to utilize your time as effectively as possible.”

There were no significant disadvantages, according to the aforementioned interview results. It was only a problem of technological and phone capacity. Therefore, the weakness of the media was not a big problem for the teachers, remembering that it had more value than it did.

5. Fifth question: How do the teachers utilize multimedia technology in teaching English?

Responses:

Teacher 1

*“Kalau saya memanfaatkannya untuk mengatasi kebosanan siswa dalam pembelajaran.”*

“In the occasion that I employ it to overcome students' boredom.”

Teacher 2

*“Media ini bisa dimanfaatkan sebagai pendukung pembelajaran. Jadi bisa mendukung pemahaman siswa tapi dengan cara yang menarik dan tidak monoton.”*

“Learning can be supported by this material. As a result, it can enhance in students' knowledge while still being entertaining and contemporary.”

In responding to the fifth question, the answers from the interviewees indicated that both of them utilized multimedia technology in their teaching. The first respondent used the multimedia technology to prevent student boredom, while the second respondent considered the multimedia as the proponent of learning. In conclusion, the utilization of the media use was to get the students enjoyed in learning English.

6. Sixth question: What media do the teachers prefer to use for their teaching performance?

Responses:

Teacher 1

*“Saya lebih suka pakai SAC karena lebih interaktif. Kalau kahoot dan sebagainya itu juga bagus. Media itu kan bisa langsung digunakan, kita tinggal memainkannya, tetapi kalau SAC itu kita perlu mendesain dulu, jadi lebih menantang.”*

“As a result of SAC's increased interactivity, I favor using it. If kahoot and similar programs are used, that is also beneficial. The media can be used immediately; all we need to do is play it, but for SAC, we must first design it, which makes it more challenging.”

Teacher 2

*“Saya suka pakai canva karna mudah penggunaannya, ada juga powerpoint yang interaktif dan quiziz. Kalau kahoot kurang terlalu suka karena participantnya dibatasi sekarang. Nominasinya tetap canva.”*

“Canva is user-friendly, and there are also interactive PowerPoint presentations and quizzes, which is why I enjoy using it. Because there are less people currently, Kahoot do not really appreciate it. Canva is still the front-runner.”

The researcher would like to know which media the teacher prefers to use to teach English. According on their responses, the interviewees chose various media. While the second teacher chose straightforward multimedia technology, the first teacher chose challenging multimedia technology.

7. Seventh question: How often the teachers use multimedia technology in teaching English?

Responses:

Teacher 1

*“Tergantung kepada materi yang pas, biasanya SAC cocok untuk grammar. Jadi saya pakai multimedia itu selang-seling. Kalau text beda media lagi, saya menggunakan yang lain. Saya sebenarnya lebih fokus ke model pembelajarannya ya, model pembelajaran yang menarik yang seperti apa itu yang dibutuhkan. Kita itu kalau mengajar harus memiliki variasi model pembelajarannya atau medianya. Terkadang saya pakai*

*quiziz, lalu kahoot atau bisa pakai live work sheet. Ditempatkan sesuai kebutuhan saja.”*

“SAC is typically appropriate for grammar, depending on the appropriate material. So I just occasionally use multimedia. I use another if the text is in a different format this time. I actually place more emphasis on the learning model; one that is engaging is what is required. We need a diversity of learning models or media if we want to teach. I occasionally utilize Quiziz, Kahoot, or a live work sheet. Placed as needed.”

Teacher 2

*“Sering sekali, setiap pertemuan saya menggunakan multimedia teknologi. Gak bisa kalau gak pakai multimedia, karna saya sudah jarang pakai buku.”*

“I frequently use multimedia technology in meetings. Because I seldom ever use books these days, I can not if I don't use multimedia.”

Both the respondents said they frequently use multimedia technology when teaching English when the question regarding how often they do so was put to them. Without employing multimedia, learning English would be less diversified. Therefore, every meeting involves the use of multimedia technology, but the media used changes depending on the material being presented.

8. Eighth question: Is the material provided by the teachers through multimedia technology easy for students to access?

Responses:

Teacher 1

*“Jelas gampang aksesnya, karna kan bisa diakses offline. kami juga menyediakan apk yg untuk iphone juga. Jadi baik android maupun iphone bisa menggunakannya. Karna kan biasanya iphone hanya bisa memakai aplikasi aplikasi tertentu saja.”*

“Since it can be accessed offline, it is obviously simple to access. Additionally, we offer iPhone apk. So it can be used on both Android and iPhone. Because the iPhone typically only supports a limited number of applications.”

Teacher 2

*“Mudah aksesnya, hanya perlu login saja.”*

“Simple to use; only requires login.”

When asked about how simple it was to acquire information utilizing multimedia technology, the majority of the interviewees gave good responses. They claim that accessing it was quite simple because you only needed to log in and that it could also be done offline. It could be concluded that the material provided by the teachers through multimedia technology was easy for students to access.

9. Ninth question: Does multimedia technology help the teachers to facilitate teaching-learning in the classroom?

Responses:

Teacher 1

*“Tentu, jaman sekarang kalau gak pake multimedia ketinggalan jaman. Soalnya sekarang serba digital. Dan lebih memudahkan guru juga dalam belajar mengajar.”*

*“It is obviously outdated today if you do not use multimedia. Since everything is now digital. Additionally, it makes learning and teaching easier for teachers.”*

Teacher 2

*“Pasti itu, karna untuk membuat standarisasi dari proses pembelajaran dari kelas yang satu dengan yang lain. Standarisasinya itu ada di media karna pasti akan sama antara mengajar dengan kelas yang satu dan kelas yang lainnya.”*

*“Definitely, in order to make the learning process consistent from class to class. Because it will certainly be the same while teaching one class and another, there is standardization in the media.”*

From the first respondent we could understand that the multimedia made learning and teaching easier for the teachers. It also helped the second teacher in



managing one class and another. The researcher concluded from the interview responses that multimedia significantly facilitated teachers in their duties as instructors, particularly when it came to teaching English.

10. Tenth question: Does the multimedia technology make the students interested in learning English?

Responses:

Teacher 1

*“Kebanyakan siswa tertarik karna pembelajarannya jadi menyenangkan.”*

*“The majority of students are interested because they enjoy learning.”*

Teacher 2

*“Keseluruhan siswa tertarik, apalagi kalau saya pakai quiziz pasti ramai dan interaktif kelasnya.”*

*“The lesson will be dynamic and engaged because all of the students are interested, especially if I use Quizizz.”*

The researcher wants to determine how interested students are in multimedia technologies in this final inquiry. According to the response above, every students were really interested in studying English while using multimedia. Due to the fact that learning was enjoyable, students participated in the class.

From the whole interview it could be concluded that the teachers had a good perspective towards the use multimedia technology in teaching English.

Multimedia technology had a big impact on English learning and teaching, it had many benefits than its weaknesses. Teachers utilized the multimedia technology according to the students' needs.

#### **4.4 Discussion**

After analyzing the research findings, the researcher discussed the results of the observation and the in-depth interviews. This discussion contained the answers to the research questions, which were about the teachers' perspective on using multimedia technology in teaching English. It focused on explaining the multimedia technologies used by the two English teachers at SMA N 2 Semarang, the advantages and the disadvantages of the use of those media, and how they used those media. The observations and the in-depth interviews were made up by considering these aspects as indicators.

##### **4.4.1 Multimedia Technologies Used by the English Teachers**

According to the descriptions in the sub-chapter, the two English teachers at SMA Negeri 2 Semarang who taught 12<sup>th</sup> grade already used multimedia technology in their teaching and learning process. The use of multimedia technology in teaching English is was important (Masruddin, 2014). The teachers taught English by using a variety of multimedia tools. This was proven when the researcher observed the students learning English in the classroom. The first teacher used SAC and Quiziz, whereas the second used Quiziz, Powerpoint, the LCD projector, and the laptop. This was consistent with the findings from the interview section:

*“So many. SAC, Kahoot, Quizizt, Canva, Padlet, Powerpoint, Laptop, Internet, and LCD projector are used.”*

*“Canva, Kahoot, Quiziz, Padlet, Powerpoint, LCD projector, Laptop, and the Internet,. Microsoft teams used to be offered by the school.”*

In conclusion, the two English teachers used a variety of media, including Smart Application Creator (SAC), Canva, Kahoot, Quiziz, Padlet, Powerpoint, LCD projector, laptop, the Internet, and Microsoft teams. According to the subject matter and learning goals, they regularly used it in meetings.

#### **4.4.2 The Advantages and Disadvantages of Using Multimedia Technology**

Based on the observation and the in-depth interview, the researcher came to a conclusion on all the advantages and the disadvantages. The following are some of the advantages:

1. Some media, like SAC and Powerpoint, could be used even when the network was unavailable. The slides just needed to be slid in order to play the media. Therefore, using this media did not require access to the internet. This was shown when the researcher observed the class in using SAC and Powerpoint for learning. The teacher also stated the following in an interview:

*“Yes, SAC itself can be utilized even when the network is down, therefore there are no quota concerns.”*

2. The use of media made it simple for English teachers to deliver the lessons. For instance, the English teachers used PowerPoint presentations to teach English. Before the lesson was given in front of the class, the English teacher utilized Powerpoint to highlight the points. As a result, it made easier for them to recognise what they need to teach their students.
3. The students excitedly and enthusiastically responded to the teachers' questions. For example, most of the students in the classroom actively participated in responding the teachers' questions while the English teacher used tools like Quiziz or Kahoot to teach English. In order to enhance the students' interest, the English teacher added more images and recognizable sounds.
4. The application was simple to install. The students did not have any trouble in utilizing the application because they only needed to install the application through the Link that had been prepared by the teacher, as the researcher observed during the class. The teacher listed the following in the interview:

*“The application is equally simple to set up; all you have to do is click the apk file I supplied to the WhatsApp group to launch the main menu. Don't waste your time with the intricate lists found in other programs.”*

5. Teaching was organized and one-way. It meant that teachers could taught different classes by using the same media template that hade been made before. Therefore, multimedia technology were needed desperately to help

teachers organized them, because it certainly be the same while teaching one class and another. The requirement of multimedia technology in the teaching process was due to the teachers' engagement in a variety of classes. Noted in interviews:

*“Because we already have a template that has been created in the media, we teach from one class, and the other classes are identical. As a result, it continues to go in the same direction as it does in its lessons.”*

6. Laptop made it easier for the English teachers to discover the information needed. By using a laptop that was connected to the projector, the English teacher could display Power Point, Kahoot, Quiziz, SAC, and Canva on the large screen. It enabled the students to see the materials specifically and clearly.
7. Students' attention could be caught through multimedia technologies. The observation demonstrated that multimedia had an attractive design. It boosted students' interest in learning English.

*“Different application features are displayed in Quiziz, SAC apps, and PowerPoint with eye-catching text styles, interesting backdrops, and supporting animations that can grab students' attention. Applications like Quiziz and SAC have sound capabilities when the application is running.”*

Based on the discussion above, it could be concluded that the multimedia technology had many advantages. As could be seen that each multimedia had its

benefits. It was all for making the teachers easier in the learning-teaching process and made the classroom more lively and sightly.

The use of media in teaching English had certain disadvantages, including:

1. Media took up a lot of space on a cellphone. In contrast to typical teaching tools like PowerPoint, LCD projectors, and laptops, media in the form of applications obviously used more RAM on a phone. As the interview, the first respondent stated:

*“It takes phone memory, especially if it is limited. The problem is that since it is an application form, thus, more RAM space is needed.”*

2. On occasion, the English teacher was unable to manage all of the students in the classroom because they were too focused on the media being used. According to the researcher's observations, when the English teacher employed the media, several students engaged in conversation with other friends or cracked a joke.

3. The usage of multimedia had technical limitations. As stated in the interview by the second respondent:

*“My shortcoming is that I occasionally run into technological issues when one media does not always connect to another. It is not a big deal, though. For instance, you can connect Quiziz or Powerpoint to the LCD projector and speakers, though sometimes the connection takes a while.*



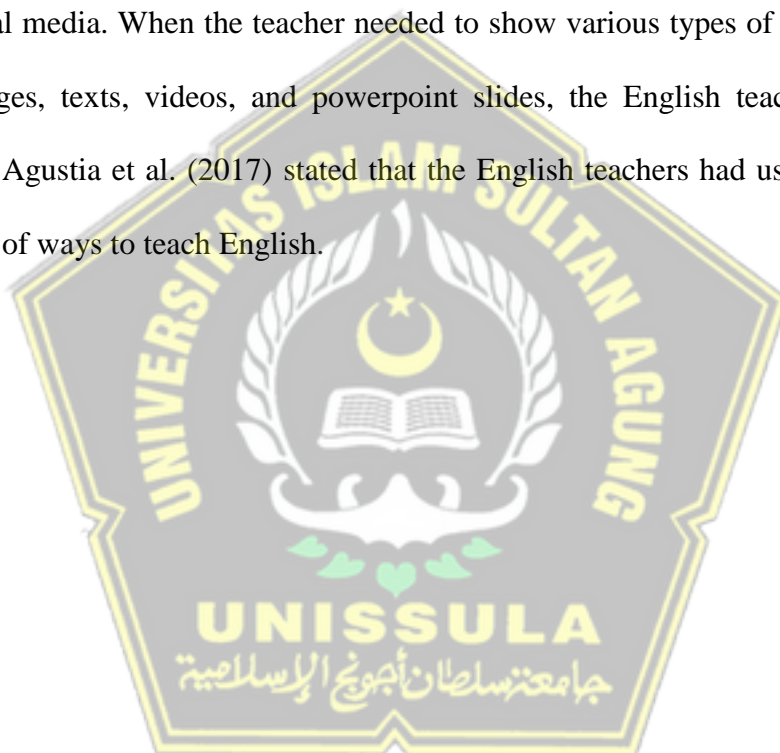
4. The creation of teaching tools like PowerPoint, Canva, and SAC took a lot of time for English teachers since they need to create them as creatively as possible in order to get students' attention.

It was clear from the discussion above that there were a few disadvantages to the multimedia technology. It was just about how the teachers could organize the learning process. Therefore, the teachers did not see this to be a significant concern because they had the solution to that difficulty. Rahmi (2014) stated that the use of media in the teaching-learning process had some benefits and the weaknesses.

#### **4.4.3 The Teachers' Perspective on Multimedia Technology Use**

Based on the researcher's observations and interviews, there were also numerous ways that the English teachers used the media to teach English. Smart Application Creator (SAC) was the first media. This media was being used by the teacher to teach the subject "song". By using this media the English teacher gave the students the opportunity to read the material on their own application, then they could do some evaluations that the teacher had been prepared in the media. It helped the students grasp the material better. The second media was Quiziz. The teacher used this media to warm up the students because this media was game-based, starting with a few questions so that the students were enthusiastic about learning first. This media was very exciting, because the students scores could be seen. The students participated more actively as a result. PowerPoint was the third material that was displayed on the screen. One of the media that was being considered to be used in teaching English was Powerpoint. The English teacher

created slides for this media that included images, texts or paragraphs, and videos. While presenting texts and images, the English teacher employed this format. By using PowerPoint, the teacher explained the subject. Additionally, the teacher requested that the students described anything they could remember about the Powerpoint slide pictures. Laptop was the fourth type of media. It enhanced the capacity to show texts, images, powerpoints, and movies. The LCD projector was the final media. When the teacher needed to show various types of material, such as images, texts, videos, and powerpoint slides, the English teacher used this media. Agustia et al. (2017) stated that the English teachers had used media in a variety of ways to teach English.



## CHAPTER V

### CONCLUSION AND SUGGESTION

In this chapter, the conclusion of the study is organized based on what is discussed in the previous chapter and the suggestions of the researcher for additional research.

#### 5.1 Conclusion

Based on the findings and discussion described in the chapter IV, it could be concluded that the English teachers at SMA N 2 Semarang used ten media to teach English to students in the 12<sup>th</sup> grade. These media included Smart Application Creator (SAC), Canva, Kahoot, Quiziz, Padlet, Powerpoint, LCD projector, laptop, the Internet, and Microsoft teams. The first teacher used SAC, Kahoot, Quizizt, Canva, Padlet, Powerpoint, Laptop, the Internet, and LCD projector, whereas the second teacher used Canva, Kahoot, Quiziz, Padlet, Powerpoint, LCD projector, Laptop, the Internet, and Microsoft teams. The teachers utilized those multimedia technology in a variety of ways, it depended on the material being delivered.

Teachers perceived that the use of media in teaching English had some advantages and disadvantages. Each multimedia had its benefits, such as SAC and Powerpoint could be used even when the network is unavailable, the application was simple to install, laptop made it easier for the English teachers to discover the information needed, the use of media made it simple for English teachers to deliver the lessons, the students excitedly and enthusiastically responded to the

teachers' questions, teaching was organized and one-way, and students' attention could be caught through multimedia technologies. Furthermore, if such media were used improperly, the media became ineffective. For instance, employing that media could be time-consuming. The teachers was unable to manage all of the students in the classroom. It was because they were too focused on the media being used, the usage of multimedia had technical limitations, and media took up a lot of space on a cellphone.

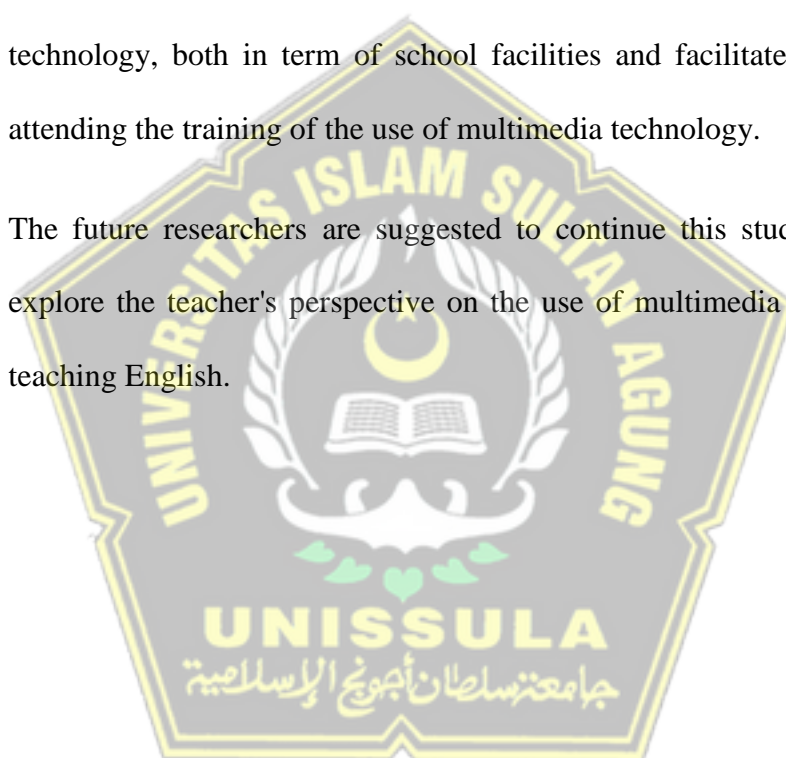
In order to know the teachers' perspectives on using multimedia technology for English instruction, this study looked at the rationale behind the topic selection to gather data and explain the phenomenon. The study's conclusive finding demonstrated that the teachers perceived the use of multimedia technology was extremely beneficial in teaching-learning in the classroom. Multimedia technology had so significantly contributed to the progress of education, especially in learning English.

## 5.2 Suggestion

In this sub-chapter, the researcher offered some suggestions for this study. The suggestions were intended to be beneficial and useful for students, English teachers, and future researchers. The following suggestion:

1. Students are suggested to learn more effectively. When the teachers discuss the material by using multimedia technology, there were a few students did a joke in the classroom. Because of this, they will be unable to concentrate and comprehend the teacher's topic.

2. Interactive and creative study plans are better for English teachers because they will engage students more deeply in the subject matter. Giving the students feedback is the most crucial step. Students will receive enough information from feedback to be able to determine and assess their learning.
3. School should support any facilities associated with multimedia technology, both in term of school facilities and facilitates the teachers attending the training of the use of multimedia technology.
4. The future researchers are suggested to continue this study in order to explore the teacher's perspective on the use of multimedia technology in teaching English.



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