

**TEACHING EXPERIENCE IN USING MULTIMEDIA IN A
VOCATIONAL HIGH SCHOOL**

A Thesis

**Presented to the Department of English Language Education
as Partial Fulfillment of the Requirements to Obtain the *Sarjana Pendidikan*
Degree in English Language Education**



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APPROVAL SHEET

**TEACHING EXPERIENCE IN USING MULTIMEDIA IN A
VOCATIONAL HIGH SCHOOL**

By:

Syahrul Yaqin

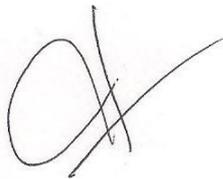
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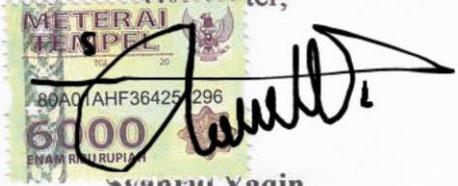
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Three handwritten signatures in black ink, corresponding to the Chairperson and the two examiners listed on the left.

STATEMENT OF WORK'S ORIGINALITY

I honestly declare that this best practice, which I have written, does not contain the work or parts of the work of other people, except those cited in the questions and references, as a scientific paper should.

Yogyakarta, 9th April 2020

The Writer,

Syanrul Yaqin

16322049

MOTTO

- *Man Jadda Wa Jadda*
- Always do your best at any moment that you have
- *Fastabiqul Khairat and Qon'aah*
- *Work, Write, Worth*
- *Murkanya Allah SWT tergantung murkanya kedua orangtua kita pun
Ridhonya Allah SWT tergantung pada Ridho kedua orangtua kita.
Berbaktilah kepada kedua orang tua kita*
- Intelligence is not the determinant of your success, but the real determinant
of your success is hard work and always pray to Allah SWT

DEDICATION

Appreciatively, Thankfully and also Gratefully, I dedicate this thesis to:

1. Dr. H. Fuad Nashori, S.Psi., M.Si., M.Ag., Psikolog as dean of Faculty of Psychology and Socio-Cultural Sciences, Islamic University of Indonesia.
2. Irma Windy Astuti, S.S., M. Hum as head of English Language Education Department and the whole lecturers at English Language Education Department and the staffs.
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11. All those who have helped the researcher to complete the thesis that cannot be mentioned one by one.

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Special thanks to my parents (Bpk. Sawiri and Ibu Ai'syah) and my little sister and brother (Umrotul Jannah and Syafruddin) who always support and pray for me. Thanks to students of batch 2016 of English Language Education Department for the happiness and support. Its incredible years to spend my university life with all of you.

The researcher also believes that this thesis still far from perfect and there still many weaknesses. However, the researcher hopes that this thesis could provide meaningful benefits to the readers and can be useful for others. Therefore, any suggestions, criticism, and input for the improvement of this thesis are much needed and will be greatly accepted by the researcher.

Yogyakarta, 9th April 2020

A handwritten signature in black ink, appearing to read 'Syahrul Yaqin', with a small 's' above the first letter.

Syahrul Yaqin

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TABLE OF CONTENTS

TITLE	i
APPROVAL SHEET	i
RATIFICATION SHEET	iii
STATEMENT OF WORK'S ORIGINALITY.....	ii
MOTTO	v
DEDICATION.....	vi
ACKNOWLEDGEMENT.....	viii
ABSTRACT	xiii
CHAPTER I	1
CHAPTER II.....	4
CHAPTER III	8
CHAPTER IV.....	16
REFERENCES.....	16
APPENDIX 1.....	19
APPENDIX 2.....	20
APPENDIX 3.....	23

LIST OF FIGURES

Figure 1 Games Ball and BOOM Challenge	10
Figure 2 IG TV from @givaskopi_skagata	11
Figure 3 Instagram account of @givaskopi_skagata	12
Figure 4 Students' online assignment (Speaking Skill)	14

LIST OF APPENDICES

Appendix 1 Notification of Acceptance IC4E 2020	19
Appendix 2 Review Report of IC4E 2020	20
Appendix 3 Review of Academic Supervisor	23

TEACHING EXPERIENCE IN USING MULTIMEDIA IN A VOCATIONAL HIGH SCHOOL

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ABSTRACT

In recent years, the implementation of using multimedia in English language learning in vocational high school is consistently limited. Therefore, in Indonesia vocational high school the English teachers still use traditional media such as chalk, blackboard, and printed media as the main sources of learning. Meanwhile, in the 21st-century challenges and demands in education are increasingly higher, so teachers are required to be more up to date. Multimedia has many advantages in English language learning such as giving more information, encouraging students' imagination and creativity, and so on, thus multimedia needs to be utilized with particular mechanisms. The purpose of this research is to describe the implementation of using multimedia in English language learning, in accordance with giving and asking opinion expression material at Vocational High School. The class studied is a class that has diverse student characters ranging from active, crowded but lacking motivation in learning English, and difficult to manage. In a period of 1 month, researchers conducted 4 times teaching in two different classes. The results of the use of multimedia in schools in the learning process show that students are more active and enthusiastic in learning English.

Keywords: Narrative Study, Multimedia in Teaching, Instagram, Game

CHAPTER I

BACKGROUND

The current discussions and practices on multimedia have been integrated with a pedagogical context. During the past decade, the implementation of multimedia in the classroom has grown rapidly and had many advantages in the learning process (Zhen, 2016). Learning English by integrating modern technology has more value and very useful, English teacher should be more actively search and apply the new ways and styles of English teaching, which make a positive impact for introducing the development of education (Ru, 2019). The implementation of multimedia in the classroom required collaboration between teachers and students. The collaborative interaction teachers must also involve their students in classroom learning activities (Grzeszczyk, 2016). In addition, Grzeszczyk (2016) conducted a study in Poznan which highlights that multimedia has many advantages and as a future-oriented platform of learning English. The teacher should actualize that the need to change from the traditional teaching method and use the tools that involve different styles and sensations. Therefore, the teacher should integrate and apply modern technology as a media of learning such as Instagram, Facebook, YouTube in the classroom.

In the Indonesia context, the utilization of multimedia in classroom practices has been implemented in Aceh. The previous research Erizar et al., (2019) stated that most English teachers are not able to use multimedia effectively in English language learning. As a result, there is a contradictory in English teaching and multimedia: People who are good at multimedia have no idea about English teaching, while some English teachers have limited knowledge on the implementation of multimedia. In other previous research, Handayani (2017) stated Instagram can be a learning tool or media that can be very useful for students in writing skill and useful in terms of communication between teachers and students. The purpose of this previous study only wanted to know the opinions of students about the use of Instagram in writing skills. Thus, both studies showed similar results that Instagram can be used as an innovative tool and learning platform in the classroom.

A study on multimedia mostly discusses the optimization application of multimedia technology in the teaching of English language learning (Zhao et.al, 2019). The studies tend to define the use of multimedia in teaching English language learning in higher education such as in China (Ru, 2019), Polandia (Grzeszczyk, 2016), and Arab (Al-Sultani, 2017). However, rarely does the study examine the use of multimedia in teaching English language learning in the Indonesia context, especially in vocational high school. Therefore, should be more studies that examine the use of multimedia in teaching English language learning in vocational high school.

Thus, this research is aimed at examining the implementation of using multimedia in English language learning at vocational high school.

CHAPTER II

CONSTRUCT

This chapter is divided into several parts. First is the conceptual review of multimedia use in language teaching. The second is the empirical review of multimedia use in teaching for ESP context. Third is the narrative inquiry and language teacher development.

2.1 Multimedia Use in Language Teaching

Smaldino et.al (2002) stated that multimedia is a combination of text, images, graphics, animation, audio, video, and interactive delivery method that can create a learning experience for students as in real situation. Based on these definitions, multimedia is kind of media presentation for learning process. It usually includes text, images, audio, video and animation. There are several kinds of multimedia, such as:

- a. A multimedia kits, which is a collection of materials that involves more than one type of media and is organized in a single topic.
- b. Hypermedia. A media that allow the composition and display of non-sequential materials.
- c. Interactive media refers to media that require learners to practice skills and receive feedback.

- d. Virtual reality. A media in which users experience multisensory immersions and interact with phenomena as they would in the physical world.
- e. Expert systems. Software packages that teach learners how to solve a complex problem by applying the collective wisdom of experts in a given field.

Based on many media that have been mentioned above, researcher in the use of multimedia as teaching in class are categorized as multimedia kits. Because researcher uses a lot of media both offline and online for one single topic. From the explanation Smaldino et.al (2002), multimedia kits are a collection of several teaching media to be used in one topic.

The use of multimedia is one way to increase students' motivation and learning interest, which can be a place for doing exercises and getting them involved in learning (Shyamlee, Phil, 2012). The integration of multimedia in the classroom is inseparable from the role of a teacher as a facilitator, the teacher must be aware of how to teach using effective material. The teacher must be flexible, know and understand students' needs. The teacher as a facilitator, not only knows the function of the media that must be used but also must know the best time to apply in the classroom (Gilakjani, 2012). Smaldino et.al., (2002) argued the goal of multimedia in education is to penetrate the students in a multisensory experience to introduce promote learning. The other researcher, Al-Sultani (2017) argued that multimedia

technology is a complex concept that applies the usage of computer-assisted technologies has benefits in learning.

2.2. Multimedia Use in Teaching English for Specific Purposes

Multimedia in English language learning can be used in the kind of ways to increase many aspects on the teaching especially reading and writing skills (Farani, 2011). In addition, Farani (2011) stated that the use of multimedia in teaching should regard several aspects, such as learning objectives and students' learning styles. The use of multimedia has a positive impact on the learning process because multimedia can be developed based on different learning situations and student learning styles (Anitah, 2010). Therefore, current learning models have shifted from teacher-centered to student-centered. There are two roles for the teacher if they use CBE (Computer Based Education) in the classroom (Guo & Jia, 2016). In addition, the researcher stated that the teacher in this mode should be a promoter and participant. The first role is the promoter, the teacher makes an activity plan, designs teaching assignments and distributes the role to ensure the teaching assignments are being completed on schedule. The second role is participant, the teacher participates in activities as students and finds problems correctly and completes assignments and then offers appropriate guidance.

In the ESP context, many researchers have applied multimedia in classroom learning. For example, as did by Bonsignori (2018) in the use of

films and TV series for ESP teaching in Italy. The results of his research show that the use of films and TV series in the classroom is very useful, 1) students can get knowledge about English directly from foreign speakers in the film with a variety of variations. 2) students can see and analyze the language used in specific contexts with different genres. 3) This multimedia makes students aware of a meaning and many more benefits obtained by students through this media. In another study, Alkehzzi & Al-Dousari (2016) explores the impact of using mobile phone application on teaching and learning English in an ESP context through Telegram Messenger. Telegram Messenger application can be utilized to consider students' understanding. In Indonesia, there is a study of the implementation of Instagram as a tool for learning in higher education. Instagram can attract the attention of teachers and students and can be a tool of learning to improve students' writing skill (Wahyudin, Sari, 2018). They find that the two features of Instagram that might impact on students' writing skill there are social networks and photo-sharing. Social network features such as love, comments, share, are used to feedback from the other person. Whereas. The photo-sharing feature is designed to write a description for the pictures that students have uploaded (Wahyudin et al., 2018).

CHAPTER III

IMPLEMENTATION

In this section, the description of each steps and the implementation of word chain games as vocabulary building activity will be presented.

In the field study program at Vocational High School, I taught 2 classes. There are majoring Machine Engineering and Architecture Engineering of XI grade. I got the opportunity to teach every class twice. During my teaching process, I felt that in the Machine Engineering class, my teaching skill has improved or it could be called my best teaching practice in class XI 4 of Machine Engineering. Because in my teaching I involved many kinds of teaching media there were online and offline media both of using technology and utilizing social media like Instagram for learning.

Students at Vocational High School are very active and their sense of learning is high, but learning motivation for English is lacking. The teacher's teaching style is less varied, the learning process in the class is very monotonous, the learning style in the classroom is still teacher-centered, the students have not been involved, or even teaching media that was used in the class was very minimal. Based on Shyamlee and Phil (2012) the use of multimedia is one way to increase students' motivation and learning interest, which can be a place for doing exercises and getting them involved in

learning. One of the ultimate goals of Multimedia in language teaching is to increase students' motivation and learning attractive in the English language (Pun & Campus, 2013). As teachers, we can also use games in the learning process, games make learning more exciting and more fun. According to Bakhsh (2016), games make students learn vocabulary effectively and make their learning more fun. Thus, varied games and media can have a positive impact on the learning process both for teachers and students. However, the teacher must be patient in choosing and determining which games or media are suitable and effective to be used in teaching in the class. Therefore, in my teaching practice, I used both offline and online teaching media.

In this section, I would like to describe the steps of learning and implementation such as the use of games, videos, and Instagram in learning activities.

1. Activity 1: (Ice Breaking)

In this activity, the students are going to play the game "The ball and Boom Challenge" in the class. The students should be needed is their understanding of how to give and ask opinions to others. The purpose of this activity to strengthen students' memories about the material "Giving and Asking Opinion", to make them more interested in attending English language learning, make the class more interesting and attractive, and of course to create motivation and interest of the student learn English

language learning. Additionally, the purpose of this game is one way to connect learning materials into the game.



Figure 1. The display of Games Ball and BOOM Challenge

The way of this game:

- Make a circle first and the teacher will give the ball and boom
- The teacher will play music and the students will throw the ball and boom to each other
- If the music stopped, the student activity must stop too.
- The student who gets the ball is a questioner and student who gets the “BOOM” is the answerer
- The questioner will give the opinion about one topic and the answerer will give their opinion about the topic that has been given to him/her.
- After that, the games will run with the same activity

The students are very active and interested because in this game any music and they can move anywhere. In addition, this game can increase students' motivation and interest to learn English language learning. The

suggestion for this game, it should not play a music video (If any part that is not appropriate to show) but just play audio/music more appropriate.

2. Activity 2: (Watching a video)

In this activity, the students watched the video material about “Giving and Asking Opinion”. The students need is their background knowledge about the material and they asked to write down in their book to make a note from the video material. The purpose of this activity wants students to be able to distinguish how to ask opinions and give opinions to others.



Figure 2. The display of IG TV from @givaskopi_skagata account

The teacher asked students to write down in their book any kind of expressions that include in terms of “Giving” or “Asking” Opinion from the video. In reality, the students in the class do this activity but not all of them. The suggestion from this activity, the teacher should give clear instructions and must enrich the vocabulary building of the students.

3. Activity 3: (Do the exercise)

In this activity, two activities were tested by the teacher in terms of writing and speaking skills. In writing skills, the teacher used a platform from social media Instagram. The main goal is the students to be able to make simple sentences that show "Giving and Asking Opinion" through Instagram. The Instagram account that is used as a learning media is @givaskopi_skagata. In there, students are asked to give their opinion and write in the comments column. The teacher has posted several pictures including about Jogjakarta, bullying, choosing between mountains or beaches, learning English, why they choose Vocational High School or their opinions about the ban on bringing a mobile phone to school.

All students need to know how to give opinions in English, and to distinguish sentences from giving and asking opinions to each other, and be able to write simple sentences according to the tenses used (Simple Present tense). There is one of example a display of the results of comments from students class XI 4 of Machine Engineering at Vocational High School:

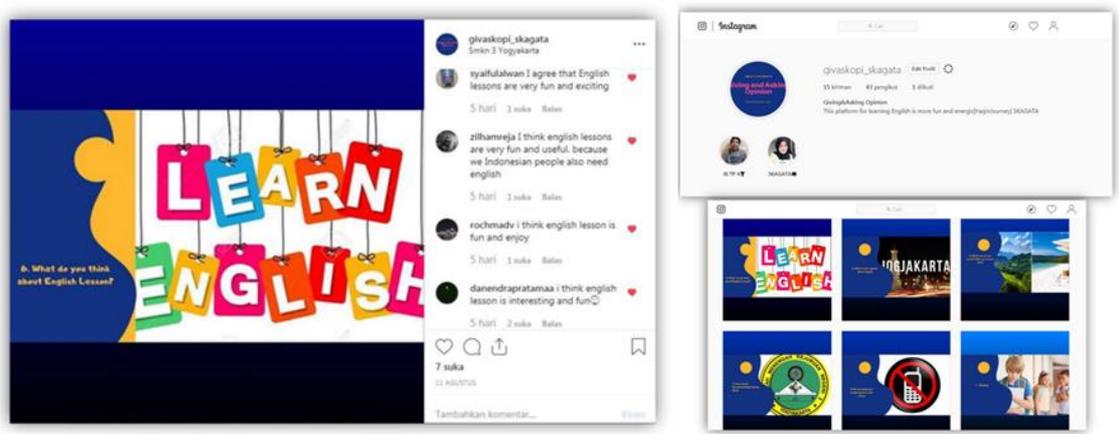


Figure 3. The display of Instagram account of @givaskopi_skagata

The assignments were done via Instagram, students feel comfortable and free to express their opinions through their writing skill in the comments column. Twenty-one students present in class, nineteen students did the assignment. This means, Instagram as a media of learning is very useful and has a positive effect in terms of the assignment. However, students who have not done the assignment are caused by connections that are not fast enough or do not have internet quota. That is not a big problem. It can be used as a reflection for the school and a teacher in a teaching to pay more attention to the condition of school facilities, the use of instructional media, the ability of students to use media, and other technical issues such as the availability of internet networks at schools. All of that is based for learning that is more competitive and cooperative.

The second, speaking skills. These skills relate to previous skills. After they are able to make a simple sentence about "Giving and Asking Opinion". The teacher hopes that the students can communicate. In this skill, the teacher asked students to give their opinions based on the topic "Why do you study in this School? What is your opinion about this school?". The purpose of this activity to make students able to express their opinions through speech and apply the material "Giving and Asking Opinion in daily life. Students only need to be confident in expressing their opinions and understand how to express their opinions. The teacher also gave an example in the form of a friend's video of how their opinions about the new library and coffee. The teacher has also provided many inputs from learning videos,

worksheets, example sentences, and even structure or form the sentence when wanting to express an opinion based on the topic. Then the teacher also informs students that the results of their work will be published to the @givaskopi_skagata Instagram account. The reality in class, this activity did not go well, from the 21 students present only 1 student expressed his opinion and was recorded. Other students may lack the confidence to express their opinions in front of the class. As a result, the teacher asks students who have not sent their videos to email or can send messages directly to @givaskopi_skagata. The teacher must be clearer in giving instructions and consequences. When the last time the assignment was collected via email or send a direct message via Instagram? and the teacher must check the understanding of students in the class continuously. This is the documentation of students' assignments for speaking skills.

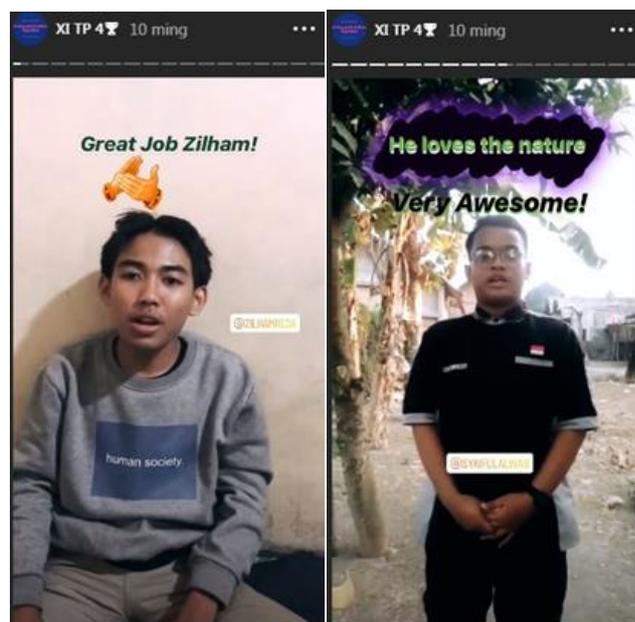


Figure 4. The display of Students' online assignment (Speaking Skill)

These are 2 of many examples of the result of assignments of class XI Machine Engineering 4 who send their assignments through the Instagram account @givaskopi_skagata. Because in its implementation in the classroom, not all students give their opinions due to various things. Students who do not practice in class can send their assignments via messages directly to the Instagram account @givaskopi_skagata or by email syahrulyaqin44@gmail.com. Finally, all students who were present at the class, they submitted the assignments. Even those who did not go to school at the time, some students submitted via e-mail directly to syahrulyaqin44@gmail.com

This means that in this era by integrating social media or more broadly using the internet for teaching, students become more interested and very enthusiastic in doing the tasks that given and supported also with clear instructions from the teacher. If the case is not enough time in class, it would be better if the tasks that have not been completed can be sent via email or social media concerned. But it should also be emphasized in the class so that students continue to contribute more in learning and be able to create an attractive, competitive and conducive classroom atmosphere.

CHAPTER IV

CONCLUSION

The implementation of multimedia in the teaching of English language learning is very beneficial and has a positive impact on learning. The starting from increasing student motivation and interest, and introducing technology to students in teaching. The classroom atmosphere will be more attractive and students tend to be more active in sharing their opinions or ideas. Students find learning more fun and interesting if there is media technology involved in it. But all of that must be considered first, whether the media that is suitable or not, inadequate classroom facilities. The teachers should be able to optimize existing technology and be ready to use the new media as a learning platform or even create new ideas for learning.

The biggest challenge for researcher as a teacher in the use of multimedia in the classroom, must synchronize and use media that is suitable for students who have different characters in the class. We know that vocational students have more activity, are difficult to manage, mostly kinesthetic students, and lack of motivation to learn, especially in English. But it can all be overcome if we as teachers are able to create a pleasant classroom atmosphere, create a different classroom atmosphere by applying games and multimedia in the classroom and involving students in the learning process.

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APPENDIX 1

2020 the 11th International Conference on E-Education, E-Business, E-Management, and
E-Learning (IC4E 2020)
Ritsumeikan University, Osaka, Japan / January 10 to 12, 2020

NOTIFICATION OF ACCEPTANCE

IC4E 2020

January 10-12, 2020, Ritsumeikan University, Osaka, Japan

<http://ic4e.net/>



Dear Syahrul Yaqin and Fatchan Faturrahman,

Thanks very much for your submission to **2020 the 11th International Conference on E-Education, E-Business, E-Management, and E-Learning (IC4E 2020)**. We are pleased to inform you that the review processes have been completed. The conference received 40 submissions from nearly 10 different countries and regions, which were reviewed by international experts, and about 60% papers have been selected for presentation and publication.

Based on the recommendations of the reviewers and the Technical Program Committees, we are delighted to inform you that your paper identified below has been accepted for oral presentation and publication after a double-blinded peer review process. You are cordially invited to present the paper orally at IC4E 2020 held in *Ritsumeikan University, Osaka, Japan from January 10 to 12, 2020*.

Paper ID:	TW0067
Paper Title:	Narrative Inquiry of teacher's experiences in using Multimedia in Vocational High School

After carefully review, your paper will be published in below proceedings.



Accepted papers will be published in the International Conference Proceedings Series by ACM, which will be archived in the ACM Digital Library, and sent to be indexed by EI Compendex and Scopus and submitted to be reviewed by Thomson Reuters Conference Proceedings Citation Index (ISI Web of Science). ISBN: 978-1-4503-7294-7

Looking forward to meeting you in Ritsumeikan University, Osaka, Japan!

Osaka, Japan
IC4E 2020 Organizing Committees

<http://ic4e.net/>
Ritsumeikan University, Osaka, Japan

APPENDIX 2

2020 the 11th International Conference on E-Education, E-Business, E-Management, and E-Learning (IC4E 2020)

Review Report of IC4E 2020

January 10 to 12, 2020, Ritsumeikan University, Osaka, Japan

<http://www.ic4e.net/net/>

<i>Paper ID:</i>	TW0067
<i>Paper Title:</i>	Narrative Inquiry of teacher's experiences in using Multimedia in Vocational High School

Evaluation					
	Poor	Fair	Good	Very Good	Outstanding
Integrity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Innovation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Readability	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Applicability	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Presentation and English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Match to Conference Topic	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recommendation to Editors					
	Strongly Reject	Reject	Marginally Accept	Accept	Strongly Accept
Recommendation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

I. REVIEW

A. Suitability of Topic

1. Is the topic appropriate for publication?
 Yes No

B. Contents

1. Is the coverage of the topic sufficiently comprehensive and balanced?
 - Yes
 - Important Information is missing or superficially treated.
 - Treatment is somewhat unbalanced, but not seriously so.
 - Certain parts are significantly overstressed.
2. How would you describe the technical depth of the paper?
 - Superficial
 - Suitable for the non-specialist
 - Appropriate for the generally knowledgeable individual working in the field
 - Suitable only for an expert

3. How would you rate the technical novelty of the paper?
 Novel Somewhat Novel Not Novel

C. Presentation

1. How would you rate the overall organization of the paper?
 Satisfactory Fair Poor
2. Are the title and abstract satisfactory?
 Yes No

3. Is the length of the paper appropriate? If not, recommend how the length of the paper should be amended, including a possible target length for the final manuscript.
 Yes No

The length of the paper is short. Literature must be added to the result to have comparison of the previous findings.

4. Are symbols, terms, and concepts adequately defined?
 Yes Not Always No
5. How do you rate the English usage?
 Satisfactory Needs Improvement Poor
6. How do you rate the list of references?
 Satisfactory Unsatisfactory

D. Overall Rating (circle appropriate rating)

1. How would you rate the technical contents of the paper?
 Excellent Good Fair Poor
2. How would you rate the novelty of the paper?
 Highly Novel Sufficiently Novel Slightly Novel Not Novel
3. How would you rate the "literary" presentation of the paper?
 Totally Accessible Mostly Accessible Partially Accessible Inaccessible
4. How would you rate the appropriateness of this paper for publication?
 Excellent Match Good Match Weak Match Poor Match

II. RECOMMENDATION

- Publish Unaltered
 Publish With Minor Required Changes
 Publish After Major Required Changes
 Review Again After Major Changes
 Reject (Paper is not of Sufficient Quality or Novelty for Publication in this Journal)
 Reject (A Major Revision is Required; Encourage Resubmission)
 Reject (Paper is Seriously Flawed; Do not Encourage Resubmission)

III. COMMENTS

2020 the 11th International Conference on E-Education, E-Business, E-Management, and E-Learning (IC4E 2020)

Please briefly explain why you have made the recommendation above. Please also offer the author(s) specific guidance regarding revisions, differentiating between optional and mandatory changes. (Within 50-100 words)

The paper is appropriate to the topic of the conference and publication.
Please insert related literature in every result of the findings to compare the result with the previous researches.
Statistics is too simple, try to subject the data to a more complex analysis have a depth analysis of the result.

APPENDIX 3

Narrative Inquiry of Teacher's Experiences in Using Multimedia in Vocational High School

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ABSTRACT

Nowadays, the implementation of using multimedia in English language learning in vocational high school is still limited. Therefore, in SMK N 3 Yogyakarta the English teachers still use traditional media such as chalk, blackboard, and printed media as the main sources of learning. Meanwhile, challenges and demands in education are increasingly higher, so teachers are required to be more up to date. As Zhen (2016) stated that in the era ^{where} information technology and computerization increasingly advanced, multimedia can be integrated for teaching, especially in English Language learning. In the use of multimedia during the learning processes, teachers and students must do it collaboratively. In collaborative interaction, teachers also have to involve their students in classroom learning activities (Grzeszczyk, 2016). The data was collected in SMK N 3 Yogyakarta. The researcher used any kind of media in the classroom, such as Instagram, powerpoint presentations, games and also printed media to support the learning process. The purpose of this research is to ^{for} know how the implementation of using multimedia in English Language learning, ^{examine} in accordance with giving and asking opinion expression (KD 3.2) in Vocational High School.

Keywords

"Multimedia in Teaching; Instagram; Friend's Video; Games"

1. INTRODUCTION

In the field study program at SMK N 3 Yogyakarta, I taught 2 classes. There were majoring Machine Engineering (*Teknik Permesinan*) and Architecture Engineering (*Teknik Gambar Bangunan*) of XI grade. I ^{had} the opportunity to teach every class twice. During my teaching process, I ^{found} that in the Machine Engineering class, my teaching skill has improved or it could be called my best teaching practice in class XI 4 of Machine Engineering. Because in my teaching I involved many kinds of teaching media there were online and offline media both of using technology and utilizing social media like Instagram for learning.

Students at SMK N 3 Yogyakarta are very active and their sense of learning are high, but learning motivation for English is lacking. The teacher's teaching style are less varied, the learning process in the class is very monotonous, learning style in the classroom is still teacher centered, the students have not been involved, or even teaching media that was used in the class was very minimal. Based on Shyamala and Phil (2012) the use of multimedia is one way to increase students' motivation and learning interest, which can be a place for doing exercises and

getting them involved in learning. One of the ultimate goals of Multimedia in language teaching is to increase students' motivation and learning attractive in the English language (Pun, 2013). As teachers, we can also use games in the learning process, games make learning more exciting and more fun. According to Bakhsh (2016), games make students learn vocabulary effectively and make their learning more fun. Thus, varied games and media can have a positive impact on the learning process both for teachers and students. However, the teacher must be patient in choosing and determining which games or media are suitable and effective to be used in teaching in the class. Therefore, in my teaching practice, I used both of offline and online teaching media. The first I used games at the beginning of learning. The goal of this activity, teacher wants students to be better prepared and more interested to learn English in the classroom. I used a game, called by "The Ball and Boom Challenge". This game is similar to the Hot Potato game. First, students were asked to make a circle, then they threw the ball to another students. This game used a music, if the music stops the student is no longer throw the ball. If one of the students gets the ball then he becomes the questioner and the student who gets the "Boom" then he or she becomes the answerer. I taught the material about "Giving and Asking Opinion", the student who gets the ball should ask his or her friend's opinion related with a topic. Students who get "Boom" must give their opinion on a topic that being asked. As a result, this game is able to make students more interested and more curious in learning English and makes the class more exciting and attractive. Second, I used social media, *Instagram*. Instagram in this activity, in terms of assignments. However, I have a question before I choose the instagram, what assignments make students interested and want to do it through technology? Then my answer is choosing Instagram. I have confidence that almost all students have social media especially Instagram. I created an Instagram account named @givaskopi_skagata, in this account, students asked to do the exercise where they have to give their opinions in the comment column, based on the pictures that have been posted. The pictures posted include describing bullying, Jogjakarta, learning English, and many more. As a result, almost all the students give their opinions in the comments column. According to the results of research Handayani (2017) using Instagram in foreign language learning can make learning more fun and effective by integrating technology media and involving students more in class. In addition, I also used a video called by "Friends' Video" to give examples of the material "Giving and Asking Opinion".

The purpose of this study, learning is not only teacher center but teachers can integrate media of technology such as social media (Instagram), video, or even games to increase students' motivation

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Narrative Inquiry of Teacher's Experiences in Using Multimedia in Vocational High School

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ABSTRACT

In its implementation, the issue concerning the use of multimedia on the learning process especially in English lessons was conducted, is still less. Nowadays, teachers still use mostly traditional teaching methods such as chalk, teacher-centered learning, and still use textbooks as the main source of learning. Facing the increasingly sophisticated era in the now, challenges and demands in education are also broader and lead to be more up-to-date. In the era of information technology and computerization increasingly advanced, multimedia can be integrated for teaching especially in the English lessons (Zhen, 2016). The use of multimedia in the classroom, teachers, and students must do it collaboratively. The collaborative interaction, teachers must also involve their students in classroom learning activities (Grzeszczyk, 2016). The data was collected in SMK N 3 Yogyakarta. The researcher used the kind of media in the classroom, there were Instagram, video's friend, and games. The purpose of this research is to how is the implementation of using multimedia in English lessons in accordance with giving and asking opinion expression (KD 3.2) in Vocational High School.

Keywords

"Multimedia in Teaching; Instagram; Video's Friend; Games"

1. INTRODUCTION

The In-School PPL program at SMK N 3 Yogyakarta, I teach 2 classes. There were majoring Machine Engineering (Teknik Permesinan) and Architecture Engineering (Teknik Gambar Bangunan) classes grade of XI. I teach at Machine Engineering class on Monday and the Architecture Engineering class on Tuesday for a week. I get the opportunity to teach every class twice. During my teaching process, I feel that in the Engineering technique class my teaching methods improved or it could be called my best teaching practice in class XI TP 4. Because I involved in teaching many kinds of teaching media namely online and offline media both using technology and utilizing social media like Instagram for learning.

Students at SMK are very active and their sense of learning is high. But learning motivation for English is lacking, maybe because the teacher's teaching methods are less varied, the learning process in the class is very monotonous, it can also be that teaching in the classroom is still centered on the teacher, the students have not been involved, or even the media used in the class is very minimal. Based on Shyamlee and Phil (2012) the use of multimedia is one way to increase students' motivation and learning interest, which can be a place for doing exercises and

getting them involved in learning. One of the ultimate goals of Multimedia in language teaching is to increase students' motivation and learning attractive in the English language (Pun, 2013). As teachers, we can also use games in the learning process, games make learning more exciting and more fun. According to Bakhsh (2016), games make students learn vocabulary effectively and make their learning more fun. Thus, varied games and media can have a positive impact on the learning process both for teachers and students. However, the teacher must be patient in choosing and determining which games or media are suitable and effective to be used in teaching a topic that wants to be taught in class. Therefore, in my teaching practice, I tried both. First use games at the beginning of learning. The goal is that students are better prepared and more interested in taking lessons in class. I use a game called "The Ball and Boom Challenge". This game is similar to the Hot Potato game, students are asked to make a circle first, then they pass the ball to other students in turns. This game uses music if the music stops the student is no longer passing the ball. If one of the students gets the ball then he becomes the questioner and the student who gets the "Boom" then he becomes the answerer. I teach the material about "Giving and Asking Opinion", the student who gets the ball should ask his friend's opinion about a topic. And those who get "Boom" should give their opinion on a topic that is asked. As a result, this game makes them more interested and more curious about learning English and makes the class more exciting and attractive. Second, I use social media, Instagram. I apply Instagram here in terms of assignments. But I changed the assignment what made them interested and want to work on and involve technology? Then my answer selects on Instagram. I think almost all students now have social media especially

Instagram. I created an Instagram account named @givaskopi_skagata, in this account students asked to do the exercise where they had to give their opinions in the comment column related to the posted picture. Pictures posted include describing bullying, Jogjakarta, learning English, and many more. As a result, almost all the students gave their opinions in the comments column. According to the results of research Handayani (2017) using Instagram in foreign language learning can make learning more fun and effective by integrating technology media and involving students more in class. In addition, I also use a video in the form of "Video Friends" to give examples of the material "Giving and Asking Opinion".

The purpose of this study, learning is not only centered on the teacher but the teacher can also integrate media of technology such as social media (Instagram), video, or even games to increase their motivation and learning interest. Today, teachers should be

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