

**TEACHING ENGLISH by USING MULTIMEDIA FOR 9th GRADE OF
JUNIOR HIGH SCHOOL: BEST PRACTICES DURING PANDEMIC
COVID-19**

A Thesis

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



Submitted by

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ISLAM INDONESIA YOGYAKARTA**

2021

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Approved on 2021

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A handwritten signature in black ink, appearing to read 'Rizki Farani'.

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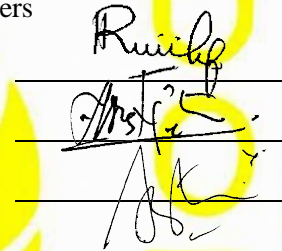
RATIFICATION SHEET

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Three handwritten signatures are present, each on a horizontal line. The top signature is 'Rizky', the middle is 'Ista', and the bottom is 'Astri'.

Yogyakarta, February 26th 2021
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STATEMENT OF WORK'S ORIGINALITY

I honestly declare that this thesis, 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, 19 Februari 2021

The Writer,

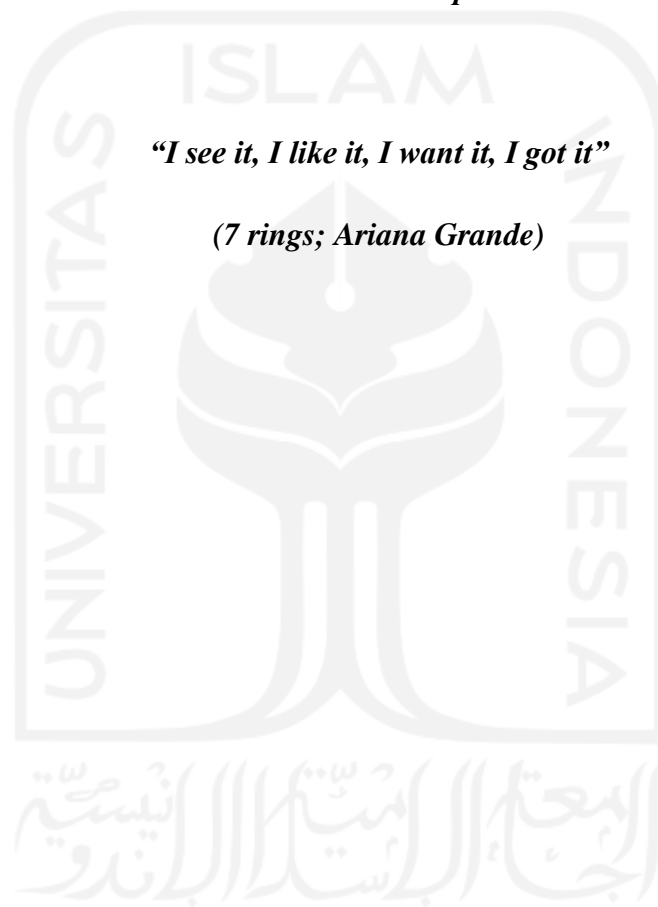


Waway Iqbal Wiralaksana

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MOTTO

“Ad Astra Per Aspera”



DEDICATION

On behalf of Allah SWT, I dedicate this thesis to myself, my family, my lecturers, my friends, and all those who have helped me complete this thesis, thank you very much to all of you and someday I am sure your kindness will be rewarded by Allah SWT.



ACKNOWLEDGEMENT



All praise is to Allah, the Most Gracious and the Most Merciful. Sholawat and Salam greetings may always pour to the Prophet Muhammad SAW so that the writer can finish the thesis as fulfilling the requirements to complete the study and to obtain a bachelor of degree in English Language Education Department study program Faculty of Psychology and Socio-cultural Sciences at Islamic University of Indonesia. The writer deepest appreciation and thanks to Rizki Farani, S.Pd., M.Pd as a supervisor for helping the writer in every thesis writing process and thanks to the lecturers of the English Language Education Department Islamic University of Indonesia that have provided knowledge and inspiration.

Appreciation and gratitude to my grandmother and my mommy and also to my friends. May Allah SWT always give mercy and blessings. Thank you to my friends of the English Education Department Islamic University of Indonesia.

The final word the author realized that in the writing of this undergraduate thesis is far from perfect, but it is expected that it will be useful not only for the writer and the teachers but also for the readers. Therefore, the author invokes suggestions and criticisms which is built for the sake of perfection and may be useful for all of us.

Yogyakarta, 19 Februari 2021

Waway Iqbal Wiralaksana

14322058

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ABSTRACT

The best practice aims to describe the use of multimedia (Powtoon) in teaching procedure text in 9th grade of junior high school. How is the use of multimedia in teaching procedure text in 9th grade of junior high school? From the writer reflection after doing the best practice, I learned that the use of multimedia makes the students not engaged in the learning material. I learned that as a teacher we have to pay attention to the student's interest while learning in a pandemic situation. By using Powtoon as learning media and google form as their platform to do their assignment, google classroom unables the writer as the internship pre-service teacher to upload content knowledge related to procedure text by using powtoon as learning media. Students can access prior knowledge from the learning platform but in the learning process they are still passive and not engaged. Therefore, Powtoon facilitates students more to be engage and understand in learning Procedure Text in English. As a suggestion for the next internship, pre-service teacher must have many methods and strategies to implemantation powtoon and google classroom so that students are more engage in the learning material to be taught.

Keywords: Google Classroom, Multimedia, Powtoon

CHAPTER I

INTRODUCTION

Pandemic Covid-19 has changed all teaching practices since all offline classroom activities have shifted into fully online classrooms. This condition created new challenges for teachers and students. Based on the observation in one of the junior high schools in Yogyakarta, I had a difficult time adapting their teaching to an online classroom since they usually depended on books as main resources. As a result, teachers could not modify teaching strategies based on students' needs. Teaching online needs extra effort to maintain students' motivation (Farani, 2012). Also, Mayer (2005) suggests that the ways to motivate students' learning were through using multimedia. Therefore, this best practice describes more about the use of multimedia in teaching English subject for junior high school. The practices were based on the writer's experience during a teaching internship in one of the junior high school in Yogyakarta.

Due to pandemic covid-19, teaching practices were conducted fully online by using Google Classroom for media management system. For the attendance, I suggested by the field supervisor teacher was integrated with a quiz, so that the students will be considered present if the students

have filled the quiz on that day. Also, the supervisor teacher suggested I made an allowance for submitting quizzes until 5 pm. As long as time is still there, the supervising teacher constantly emphasizes the students immediately submit the quizzes that I have made before the appointed time's up. I used Google Form to make a quiz also as students' attendance. Furthermore, I uses PowToon as multimedia to explain the material and as a way for the writer to ask questions to find out whether students play the video and understand the learning material from the video. Powtoon is the most user-friendly, and most intuitive animation software. Also, Powtoon can create learning engagement, animated videos with a professional look and feel. Besides that, I only do teaching practice once, because the supervising teacher asks the writer for the first meeting to explain the material and quizzes, at the next meeting I was asked to collect the data through daily exams of the previous week's material.

I use Powtoon as a media learning, it is user-friendly and easy to make a video with more animation so that the explanation of learning material to be attractive. I use Google Classroom as a media platform, it the one platform that familiar to many learners. Also, Google Classroom easy access with any email and very user-friendly.

CHAPTER II

LITERATURE REVIEW

According to Mayer (2005), multimedia learning defines three-part, multimedia, multimedia learning, and multimedia instruction. He defined multimedia as the representation of both words, such as spoken text or printed text; and pictures, such as illustration, photos, animations, or video. Mayer (2005) suggested that those were book based and computer-based environment. He also elaborates that if we tried to include a book- based environment during the teaching-learning process, it should consist of text and illustrations. Whereas, if we had a computer-based environment, it should consist of narration and animation. The last one was a virtual game environment that should consist of interactive speech and animated micro-worlds. Thus, in using multimedia as instructional tools, a teacher should involve three environments above to promote learning so as the students become more engaged.

The principles of employing multimedia environments need effective strategies. The strategy for using multimedia is divided into four parts (Zhen, 2016). The principles were presented in the figure below:

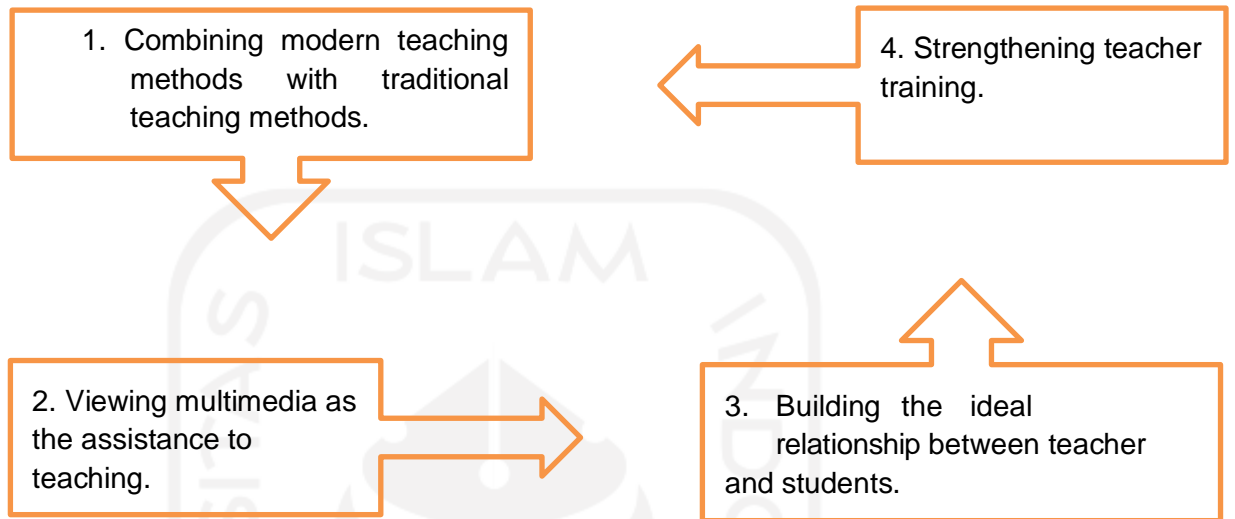


Figure 1. Strategies for Using Multimedia

Combining textbooks or workbooks with multimedia can be done by providing immediate feedback on the learner's response. Moreover, if the teacher would like to view multimedia as assistance to teaching, could be done by keeping being the central role of the teaching process. Instead of letting technology taking over the class, technology should have functioned as only the tools to assist teachers. In building the ideal relationship between teachers and students, the role of teachers has evolved, moving from being the holder of knowledge to being a facilitator. Thus, learners could take advantage of the true potential of multimedia as learning tools. The last one was if teachers would like to use multimedia, they should be willing to strengthen their competence by attending teacher training. This was due to using

multimedia seemed to be challenging for teachers because of heavy preparation work and increasing workload.

Previous studies that employed Mayer's and Zhen's strategies of multimedia use were Zhu (2012) and Farani (2012). Zhu (2012) found that the purpose of using multimedia was to make a good service and optimize the teaching because multimedia was more powerful rather than traditional teaching in terms of adding values in providing sound, image, color, and shape. These modern factors made multimedia teaching more vivid, active, and infective. Multimedia as the assistance of teaching could train learners' abilities of gathering, analyzing, disposing, and applying to the information they need. Multimedia was proven to be an effective way to train these capabilities.

Similarly, Farani (2012) found that nowadays the application of learning has appeared in several learning methods and media. One of the popular media today was instructional media by using computers, many educators designed English material in certain computer software or games, for example, teachers use Kahoot as one of the learning tools. It was a good opportunity to collaborate on the learning process and technology to make learning the English language better. Farani (2012) had implemented Mayer's strategies of using multimedia in developing materials in activities. She used a virtual learning environment by using Kahoot as an online game. She also used PowerPoint as the computer-based learning environment, and the textbook that she used represented the book-based environment.

CHAPTER III

IMPLEMENTATION

In this section, I describe the steps of learning activities of multimedia learning such as video. During the internship, I use multimedia only once which I should use 2 times. I used multimedia only in grade 9 English. In grade 9 in English, I use KD 3.4 which was about Procedure Text, which is the purpose of procedure text so that students can show how something is done through a sequence of steps that allows the reader to achieve the goal. Before teaching, I prepare the material to be taught, make a video material in the PowToon application, and make a quiz from Google Form.

A. Activity 1

PowToon as the assistance to teaching



Inactivity, this activity aims to strengthen students' understanding, I made videos related to the subject matter, namely the procedure text. I provided a video learning media about procedure text. According to (Zhen, 2016) 4 principles the multimedia were used to assisting learning process. Indeed, at this pandemic era face to face learning process is impossible to be held. For the solution, I pick google classroom for the writer media to carry on teaching and learning activity. Afterward, I adapt it to learning practice by using google classroom as a facility for the students in learning process and also for delivering the writer learning materials. In addition, I give the students several instruction at today learning process. First, I show the video in google classroom to students and ask the students to play it themselves. Second, before students play the video, I greeted and asked the students to pray before the class started. I give ten minutes to students to play the video and understood the material. The students were also asked some questions by the writer according to the video of procedure text. Third, I describe the purpose of the procedure text then I give a conclusion of the procedure text and I give quiz about procedure text using google form link.

Unfortunately, there were still many students who have not joined the class in Google Classroom even though the class has been running for more than 10 minutes, just 2 students answered questions from writer so that the questions I give to students are not effective. After a few

minutes of questions were given, I asked the teacher field supervisor for recommendations on how to deal with the situation I was facing. Because the lesson plan is only allowed to carry out learning activities for 90 minutes, writer are asked to just continue to the next activity.

Activities:

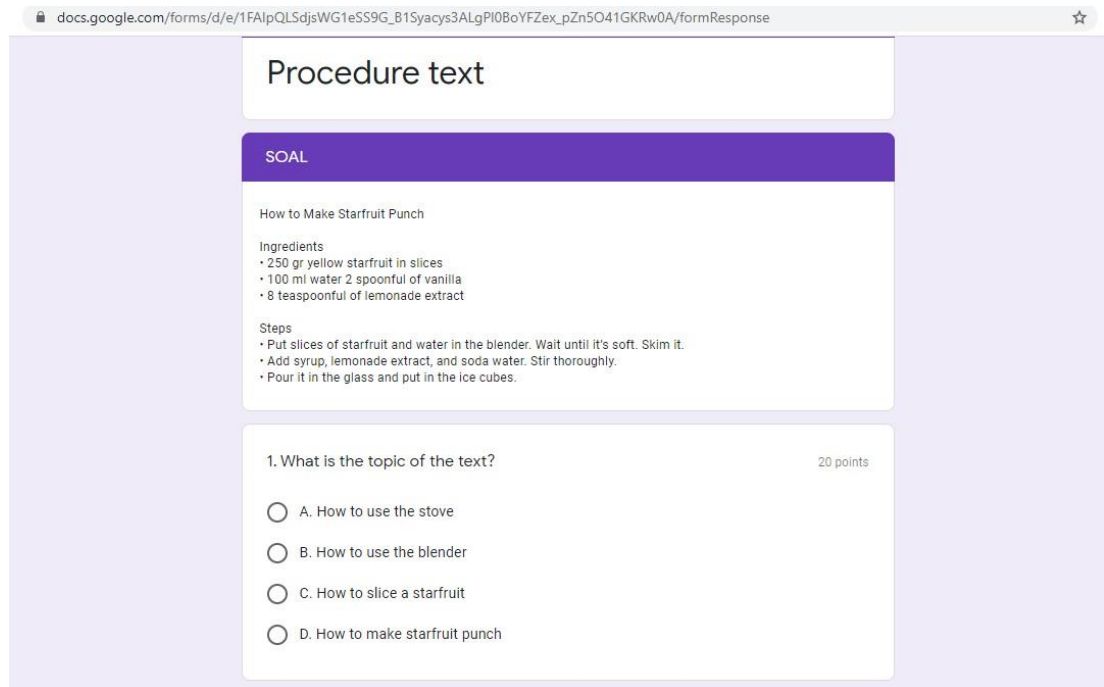
1. I uploaded the video in Google Classroom, then students were played the video and understanding the material.
2. I asked the students some questions about the procedure text, “ada berapa generic structure of procedure text?”, “Ada berapa ciri-ciri procedure text?”.
3. I described the purpose in brief of the procedure text to students also the writer give quiz using google form of procedure text.

The students were passive and not engaged, it is not able to help the students and teacher communication or students discussion of the material. This activity only increases students' knowledge.

B. Activity 2

In this activity, students are expected to understand the lesson of the day which is about “Procedure Text”. I gave a quiz by using Google

Form about procedure text, this activity helped students to know the systematically of a procedure text. The image of the quiz was presented below:



The image shows a screenshot of a Google Forms quiz. The browser address bar at the top displays the URL: docs.google.com/forms/d/e/1FAIpQLSdjsWG1eSS9G_B1Syacys3ALgPI0BoYFZex_pZn5O41GKRw0A/formResponse. The form title is "Procedure text". Below the title is a purple header labeled "SOAL". The main content area contains a procedure text for "How to Make Starfruit Punch".

Procedure text:

How to Make Starfruit Punch

Ingredients

- 250 gr yellow starfruit in slices
- 100 ml water 2 spoonful of vanilla
- 8 teaspoonful of lemonade extract

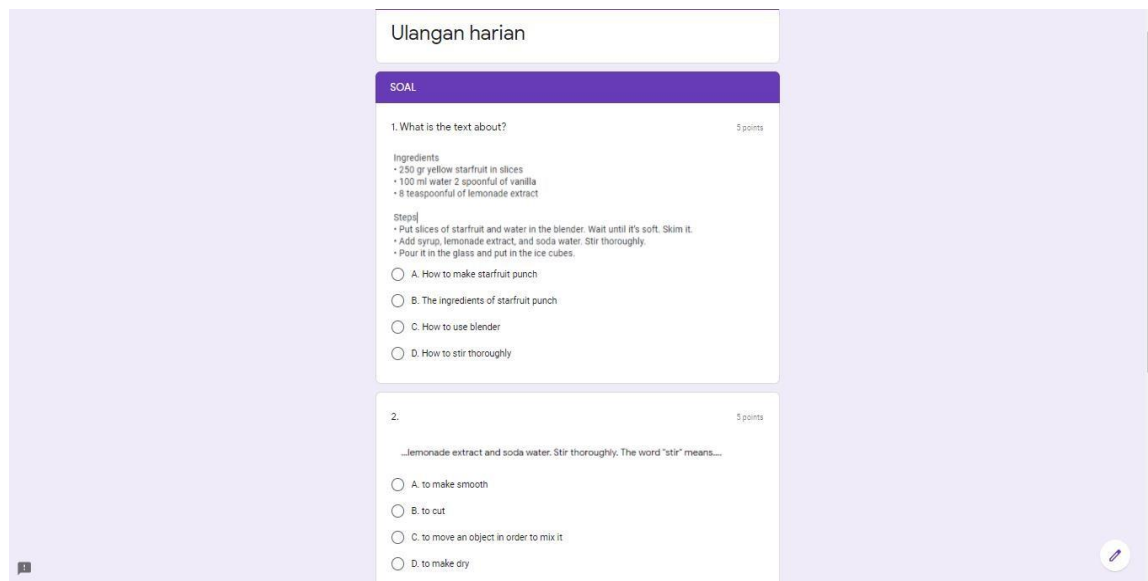
Steps

- Put slices of starfruit and water in the blender. Wait until it's soft. Skim it.
- Add syrup, lemonade extract, and soda water. Stir thoroughly.
- Pour it in the glass and put in the ice cubes.

1. What is the topic of the text? 20 points

- A. How to use the stove
- B. How to use the blender
- C. How to slice a starfruit
- D. How to make starfruit punch

C. Activity 3



Activity 3 is doing to take daily test scores from KD 3.4.

On activity 2 and activity 3, students work on the questions. However, on activity 2 only daily quiz and daily test in activity 3, both of them have the same problem. When the students worked on their quiz, the students were passive to fill the quiz on time, so that I wait for longer students to fill out the quiz to find out how far the students understand the material procedure text up to the time given by the field supervisor teacher. According to the field supervisor teacher, students are very passive due to bad signals and some students help their parents work in the fields and parents asked their children to help their work because of financial problems. So, I gave it until the afternoon. Hopefully, all students can

learn to focus more on the material that has been given in the Google Classroom and be able to do the quiz correctly.



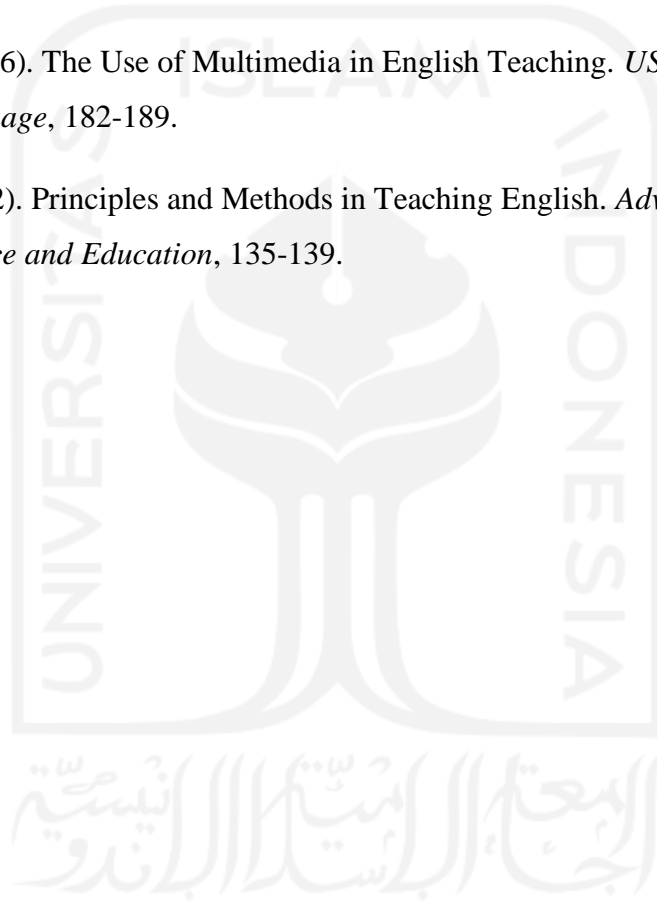
CHAPTER 4

CONCLUSION

Due to the pandemic situation, schools make it mandatory to carry out teaching and learning activities from home. From the activities that I implemented during my internship program, I reflected that most practices fully I use multimedia online to deliver the materials. Thus, this practice makes students not focus on activities and choose to help their parents work so that teaching activities do not work due to plan. In other words, learn from home cannot accommodate students to stay active and contribute during the learning process. The atmosphere in the classroom becomes more passive. The problem of this practice is in terms of time, connection, and smartphone. With teaching time being reduced due to the pandemic making it difficult for teachers to maximize the potential of students in online learning. On the other hand, many students do not have a good enough signal to do online learning, and some parents cannot afford to buy smartphones for learning online, so these students have to take turns with friends or neighbors to online study, thus this practice tends to work less effectively. This practice is also only done once which should be done twice so that many strategies have not been implemented by the writer, because the second opportunity for the writer to practice teaching is used for daily tests at the request of the field supervisor teachers. As a suggestion for the next internship, pre-service teacher must have many methods and strategies to implementation powtoon and google classroom so that students are more engage in the material to be taught.

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APPENDIX

1. RPP PROCEDURE TEXT KELAS 9

RENCANA PEMBELAJARAN

Mata Pelajaran	: Bahasa Inggris
Kelas	9
Semester	: 1/Gasal
Hari, Tanggal	:
Waktu	: 1 x pertemuan/ 1x2 JPL/ 70 menit
Media	: Google Classroom

A. KOMPETENSI DASAR

3.4. Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks prosedur lisan dan tulis dengan memberi dan meminta informasi terkait resep makanan/ minuman dan manual pendek dan sederhana, sesuai dengan konteks penggunaannya

4.4. Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks prosedur lisan dan tulis, sangat pendek dan sederhana, dalam bentuk resep dan manual

B. TUJUAN PEMBELAJARAN

1. Melalui pemberian materi mengenai memberi dan meminta informasi terkait resep makanan/ minuman dan manual pendek dan sederhana, peserta didik mengenali unsur kebahasaan teks khusus dalam Procedure text.
2. Melalui kegiatan latihan soal/quiz, peserta didik mampu menggunakan modal yang tepat pada procedure text.
3. Melalui video pendek, peserta didik dapat menerapkan fungsi social dan unsur kebahasaan pada procedure text
4. Melalui pembuatan Procedure Text, peserta didik dapat mengaplikasikan fungsi social, struktur teks, dan unsur kebahasaan terkait dengan memberi

dan meminta informasi terkait resep makanan/ minuman dan manual pendek dan sederhana

5. Melalui manual pendek dan sederhana dari resep makanan/ minuman, peserta didik dapat mengetahui fungsi social, dan unsur kebahasaan pada Procedure Text



C. MATERI

Procedure Text

D. SKENARIO

PEMBELAJARAN

Building Knowledge of
Field

No	Skenario	Durasi waktu
Kegiatan Pendahuluan		
1	Peserta didik membuka kelas, mengisi form presensi, berdoa dan mengerjakan kuis	10 menit
2	Peserta didik membaca pengumuman yang ada pada <i>Stream</i> , yang berisi sapaan guru dan informasi rinci tentang pembelajaran yang akan dilaksanakan	2 menit
Kegiatan Inti		
3	Peserta didik mempelajari terkait dengan Procedure Text melalui Link yang sudah diberikan di <i>Stream Google Classroom</i>	8 menit
4	Peserta didik menanyakan hal hal terkait Procedure Text di <i>Stream Google Classroom</i>	5 menit
5	Peserta didik menjelaskan dengan singkat terkait Procedure Text di kolom komentar Google Classroom	5 menit
6	Peserta didik mengerjakan soal yang telah di sediakan di <i>Stream Google Classroom</i>	30 menit
7	Peserta didik mencari resep sederhana dari makanan/minuman atau cara menggunakan sesuatu	5 menit
Kegiatan Penutup		
8	Peserta didik membaca informasi guru terkait rencana pembelajaran selanjutnya dan berdoa untut mengakhiri pembelajaran	5 menit

E. PENILAIAN

Sikap : Observasi ketepatan tugas peserta didik untuk menilai ketekunan

Pengetahuan : Quiz dan poster untuk mengetahui penguasaan peserta didik mengenai fungsi sosial, struktur teks dan unsur kebahasaan

Sleman, Juli 2020

Guru Pembimbing Lapangan

Peserta PPL

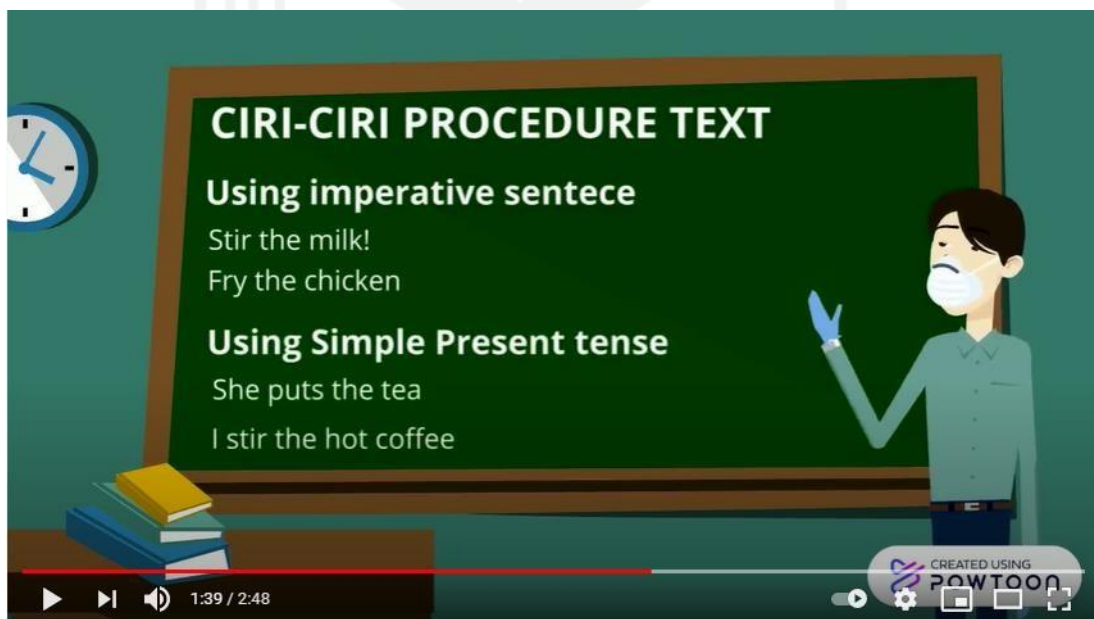
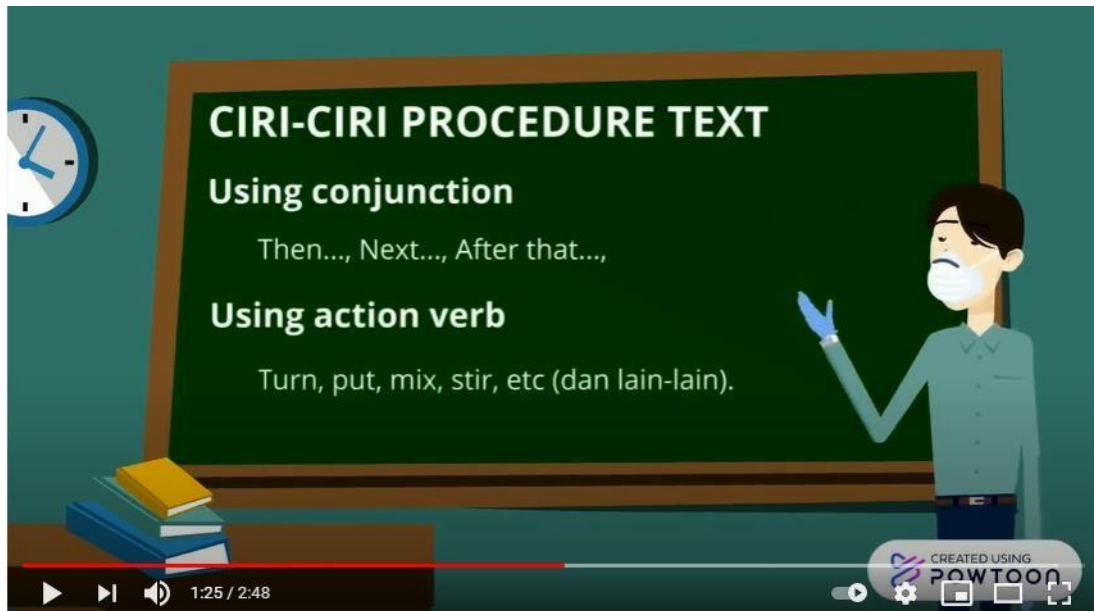
Dina Andriyanti, S. Pd.

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2. PICTURES OF LEARNING MULTIMEDIA



How to make a sandwich



Materials

- Knife
- Plate

INGREDIENTS

- 2 SLICES OF BREAD
- 2 SLICES OF CHEESE
- BEEF/CHICKEN SAUSAGE OR PATTY
- CHILLI OR TOMATO SAUCE
- VEGETABLES (LETTUCE, CUCUMBER, TOMATO) EACH VEGETABLE HAS BEEN CUT

1:55 / 2:48

CREATED USING POWTOON

SOCIAL FUNCTION

To describe how something is accomplished through a sequences of actions or steps



CREATED USING POWTOON