

## ROLE OF MULTIMEDIA IN MOTIVATING EFL LEARNERS' INTEREST IN ENGLISH LANGUAGE LEARNING

by

**Drs. D. Parlindungan Sianipar, M.Pd**  
[sianipar744@gmail.com](mailto:sianipar744@gmail.com)

**Faculty Member of Binus University**

### **ABSTRACT**

*Penggunaan multimedia dalam pengajaran dan pembelajaran membawa kita untuk menambah pengetahuan. Multimedia melibatkan segala perangkat lunak atau aplikasi interaktif yang terintegrasi dengan teks, warna, gambar-gambar, animasi, audio dan video gerak lambat dalam sebuah aplikasi. Sistem pembelajaran dengan multimedia menawarkan sobuankesempatan besar bagi siswa untuk mengerti bahasa. Guru-guru mencoba untuk menemukan cara yang terbaik untuk menciptakan peengajaran bahasa asing yang lebih baik sela mempelajari alam melalui tehnologi multimedia. Dalam makalah ini, penulis menjelaskan multimedia, menghitung pengguna multimedia,, mengidentifikasi pengajaran multimedia, menjelaskan prinsip multimedia, menerangkan secara teori dasar-dasar dari pengajaran bah Inggris menggunakan multimedia, me-review peran guru dan siswa dalam penggunaan multimedia, mendiskusikan hubungan antara multimedia dan pengajaran dan menyatakan keunggulan pengajaran bahasa Inggris dengan menggunakan multimedia. Studi pustaka memperlihatkan bahwa guru seharusnya memaksimalkan penggunaan multimedia untuk menciptakan terobosan baru dalam cara belajar-mengajar, sehingga para siswa dapat belajar bahasa dengan mudah dan efektif.*

**Keywords:** *multimedia, motivation, learners, teaching.*

## **INTRODUCTION**

With the spread and development of English around the world, English is used as a foreign language in a country like Indonesia and for some people the second language. It enjoys a high prestige in the country. At present the role and status of English in Indonesia is higher than ever as evidenced by its position as a key subject of medium of instruction, curriculum. As the number of English learners is increasing different teaching methods have been implemented to test the effectiveness of the teaching process. Use of authentic materials in the form of films, radio, TV has been there for a long time. It is true that these technologies have proved successful in replacing the traditional teaching.

Traditionally, schools have relied heavily on extrinsically motivated behavior (Brown, 1994). Standardized tests, exams which have been given high authority, are often used to drive student performance. In most countries that teach English as a foreign language, school-level instruction does not emphasize the function of English as a tool for communication (Berns, 1990) but instead focuses on knowledge of grammatical forms and structures that are often assessed on exams. As a consequence, students work hard to try to pass the exam in order to please teachers and parents rather than develop an internal thirst for knowledge and experience. It is not surprising that students often lose interest in English learning as a result. Even after years of study, few foreign language learners are competent to communicate freely with native speakers. It is incumbent upon EFL teachers to provide students with authentic, functional, interactive, and constructive language learning environments to reduce students' anxiety, raise their motivation, and increase their confidence.

Second language acquisition (SLA) researchers and education experts have pointed out that individual differences such as learners' affective domain, learners' motivational orientations (Brown, 1994; Pintrich & De Groot, 1990), and instructional strategies (Brown, 1993; Keller & Suzuki, 1988) perform significant roles in language teaching and learning. Recently, communicative

language teaching (CLT) researchers have suggested that communicative approaches are needed in language teaching and learning (Angelis & Henderson, 1989; Berns, 1990; Savignon, 1997; Underwood, 1984). Among pedagogical techniques that can help accomplish the ultimate goal of communicative language teaching, Brown (1993) has suggested the utilization of technology such as films, videos, and computers. Computer-based interactive multimedia (CBIM) is an instructional approach that integrates computer-assisted instruction and interactive multimedia which can help students develop the various competencies mobilized in communication (Chanier, 1996).

The new era assigns new challenges and duties on the modern teacher. The tradition of English teaching has been drastically changed with the remarkable entry of technology. Technology provides so many options as making teaching interesting and also making teaching more productive in terms of improvements. Technology is one of the most significant drivers of both social and linguistic change. Graddol: (1997:16) states that” technology lies at the heart of the globalization process; affecting education work and culture. The use of English language has increased rapidly after 1960. At present the role and status of English is that it is the language of social context, political, sociocultural, business, education, industries, media, library, communication across borders, and key subject in curriculum and language of imparting education”. It is also a crucial determinant for university entrance and processing well paid jobs in the commercial sector. Since there are more and more English learners in Indonesia, different teaching methods have been implemented to test the effectiveness of the teaching process. One method involves multimedia in ELT in order to create English contexts. This helps students to get involved and learn according to their interests, It has been tested effectively and is widely accepted for teaching English in modern world.

Technology is utilized for the upliftment of modern styles; it satisfies both visual and auditory senses of the students. With the spread and development of English around the world, English has been learned and used by more and more

speakers. According to David Graddol 'it is the language at the leading edge of scientific and technological development, new thinking in economies and management, new literatures and entertainment genre.

As the use of English has increased in popularity so has the need for qualified teachers to instruct students in the language. It is true that there are teachers who use 'cutting edge' technology, but the majority of teachers still teach in the traditional manner. None of these traditional manners are bad or damaging the students. In fact, till date they are proving to be useful also. However, there are many more opportunities for students to gain confidence practice and extend themselves, especially for ESL students who learn the language for more than just fun. For them to keep pace with ELT and gain more confidence they have to stride into the world of multimedia technology.

With the rapid development of science and technology, the emerging and developing of multimedia technology and its application to teaching, featuring audio, visual, animation effects comes into full play in English class teaching and sets a favorable platform for reform and exploration on English teaching model in the new era. It's proved that multimedia technology plays a positive role in promoting activities and initiatives of student and teaching effect in English class. Technological innovations have gone hand-in hand with the growth of English and are changing the way in which we communicate. It is fair to assert that the growth of the internet has facilitated the growth of the English language and that this has occurred at a time when computers are no longer the exclusive domains of the dedicated few, but rather available to many. With this there has been a very significant proliferation of literature regarding the use of technology in teaching English language. Mostly these writings unequivocally accept technology as the most essential part in teaching. In a sense, a tendency to emphasize on inevitable role of technology in pedagogy to the extent of obliterating human part of teacher by technology part has been very dominant. And as a result if we neglect or ignore technological developments they will continue and perhaps we will never be able to catch up, irrespective of our discipline or branch. For this reason it is important

for language teachers to be aware of the latest and best equipment and to have a full knowledge of what is available in any given situation. Teachers can use Multimedia Technology to give more colorful, stimulating lectures (new Horizons).

There are many techniques applicable in various degrees to language learning situation. Some are useful for testing and distance education, and some for teaching business English, spoken English, reading, listening or interpreting. The teaching principle should be to appreciate new technologies in the areas and functions where they provide something decisively new useful and never let machines takeover the role of the teacher or limit functions where more traditional ways are superior. There are various reasons why all language learners and teachers must know how to make use of the new technology. Here we also need to emphasize that the new technologies develop and disseminate so quickly that we cannot avoid their attraction and influence in any form.

## **METHOD**

This article used the library research in finding some information from books, articles, and journals that discuss about education, psychology, and computers. By reading, identifying, selecting, classifying, collecting, analyzing, and concluding the information from all sources, and implying the teaching experiences of in teaching English for university students, the writer wrote this article.

## **DISCUSSION**

### **A. Motivation and Mastery Learning**

Many studies of human learning have shown that motivation is a key to learning (Crookes & Schmidt, 1991). Psychologists also consider motivation as one of the major determinants of academic achievement and work

productivity (Keller, 1987). Motivation is the most frequently used explanation for success or failure in completing any complex task and has been considered a pivotal concept in most theories of learning. Researchers have indicated that it is very important to examine the individual differences in student motivation in order to describe and understand the connection between students' personal characteristics and academic achievement (Pintrich & De Groot, 1990; Snow, 1990).

Maslow (1970) clearly indicated that intrinsic motivation is superior to extrinsic motivation according to his hierarchy of human needs. Crookes and Schmidt (1991) and Brown (1990) also indicated that more and more research findings strongly favored intrinsic motivation. How the teacher or instructional designer can motivate non-intrinsically motivated learners and help them learn better is an issue to be resolved.

Keller (1979) believed that external conditions could be successfully constructed to facilitate and increase learner motivation. Based on this notion, Keller (1984, 1987) integrated several learning theories and developed the ARCS (Attention, Relevance, Confidence, and Satisfaction) model. Attention refers to the extent to which learners' curiosity is aroused and sustained over time. Relevance refers to learners' perception that the instruction is related to personal needs or goals. Confidence describes learners' perceived likelihood of achieving success through personal control. Satisfaction refers to the combination of extrinsic rewards and intrinsic motivation and the consistency of expectations with outcomes (Keller, 1983; Keller, 1987).

The present study focuses on relevance, the second element of the ARCS motivational model. The general motivational condition related to relevance is that personal motivation will increase with an increase in the perceived likelihood that a task will satisfy a basic need, motive, or value (Keller, 1983). Research has indicated that learners' sense of relevance increases their use of cognitive strategies that improve learning on a variety of achievement

measures (McKeachie, Pintrich, & Lin, 1985; Pintrich, 1989); relevance enhances meaningfulness and academic performance (Means, Jonassen, & Dwyer, 1997); and relevant phenomena better fulfill personal needs or goals, thus enhancing effort and subsequently performance (Means, Jonassen, & Dwyer, 1997). Herndon's (1987) study showed that students are more motivated and perform better on achievement assessments when they are given instruction that is relevant to them. Students are more likely to learn while the content of the instruction is perceived to be helpful to accomplish an important goal (Dweck & Elliott, 1983; Schunk, 1989). Keller and Kopp (1987) argued that embedding relevance strategies can improve motivation and performance. Nwagbara (1993) reported positive findings about building a relevance component in instructional material to improve learners' motivation.

The mastery learning is an effective way to make learners reach higher learning level. It aims at that all students can almost reach high levels of competence on instructional material. Bloom (1968) deemed that well organized teaching materials and effectively managing student's learning process are two effective instruction factors. As conceptualized by Bloom (1976) and others (Block & Burns, 1976; Fuchs, Fuchs, & Tindal, 1986), mastery learning can be accomplished by following procedures. The first step towards the realization of applying mastery learning theory is to divide the concepts and materials into relatively small and sequential learning units. Each unit should be associated with concrete learning objectives. The learning structure is organized by the way from easy units to difficult units. After teaching each unit, a formative assessment is conducted to get the results where the learners have reached the learning level or not, and also to reflect feedback on their learning (Yang & Liu, 2006). The learners, who have not mastered a unit, should enter the process of remedial activities or corrections for fully mastering the unit. Mastery learning is suitable for students due to that they have a weakness in self learning.

## **B. Necessity of Application of Multimedia Technology to English Teaching**

### **1. To Cultivate Students' Interest in Study**

Nowadays, the stereotyped traditional teaching methods and environment are unpopular while multimedia technology featuring audio, visual animation effects naturally and humanely makes us more access to information besides, with such characteristics as abundant-information and crossing time and space, multimedia technology offers a sense of reality and functions very well, which greatly cultivates students' interest and motivation in study and their involvement in class activities.

### **2. To Promote Students' Communication Capacity**

Traditional teaching has hampered students' capacity to comprehend certain language and also understanding to structure, meaning and function of the language, and makes the students passive recipients of knowledge, So it is hard to achieve the target of communication. With teachers' instructions leading students' thought patterns and motivating students' emotions, the multimedia technology seeks integration of teaching and learning and provides the students greater incentives, The courseware activates students' thinking; the visual and vivid courseware rand help them to transforms English learning into capacity cultivation. And such in-class activities as group discussion, subject discussion, and debates can also offer more opportunities for communication among students and between teachers and students. So multimedia technology teaching has uniquely inspired students' positive thinking and communication skills in social practice.

### **3. To Widen Students' Knowledge to Gain an Insightful Understanding to Western Culture.**

The multimedia courseware can offer the students abundant information; more plentiful than textbooks, and help them to get of displays vivid cultural background, rich content and true-to-life language materials, which are much natural and closer to life. Not only could learners improve



their listening ability, but also learn the western culture. Grasping information through various channels can equip; the students with knowledge and bring about information-sharing among students and make them actively participate in class discussion and communication.

#### **4. To Improve Teaching Effect**

Multimedia teachings enrich teaching content and make the best of class time and break the “teacher centered” teaching pattern and fundamentally improve class efficiency. Due to large classes it is difficult for the students to have speaking communication. The utilization of multimedia sound lab materializes the individualized and co-operative teaching. The traditional teaching model mainly emphasized on teachers’ instruction, and the information provided is limited due to traditional classes. On the contrary, multimedia technology goes beyond time and space, creates more vivid, visual, authentic environment for English learning, stimulates students’ initiatives and economizes class time meanwhile increases class information.

#### **5. To Improve Interaction Between Teacher and Student**

Multimedia teaching stresses the role of students, and enhances the importance of “interaction” between teachers and students. A major feature of multimedia teaching is to train and improve students’ ability to listen and speak, and to develop their communicative competence, During this process, the teacher’s role as a facilitator is particularly prominent. Using multimedia in context creation creates a good platform for the exchange between teachers and students, while at the same time providing a language environment that improves on the traditional classroom teaching model. In this way, teachers in the classroom no longer blindly input information and force students to receive it in a passive .

## **6. To Create a Context for Language teaching**

Multimedia teaching creates a context for language teaching. This method makes the class lively and interesting, as well as optimizing the organization of the class. Multimedia has its own features such as visibility and liveliness. During the process of multimedia English teaching, sounds and pictures can be set together, which enhances the initiative of both teachers and students. When using multimedia software, teachers can use pictures and images to enrich the content of classes, and also imagine different contexts in the process of producing teaching courseware. Students in the class can use multimedia to understand the class in a clear way. Through the whole interactive process, it is apparent that using multimedia in ELT is effective in nurturing students' interest in learning English, as well as enhancing teachers' interest in English teaching. As Zhang (2006:11.1 ) points out through Multimedia and network technology we can offer students not only rich, sources of authentic learning materials, but also an attractive and a friendly interface, vivid pictures and pleasant sounds, which to a large extent overcomes the lack of authentic language environment and arouses students' interest in learning English.

## **7. To Provide Flexibility to Course Content**

In addition, multimedia teaching is also flexible. It is obvious that the context can be created not only in the classroom, but also after class. Multimedia language teaching can also create a multimedia language environment for the purpose of conducting language teaching. English teaching itself must focus on the guidance of teachers and be student-centered (see, for example, Holec, 1981), which we believe is one of the principles for language teaching. Students are bound to have some problems in classroom teaching, which can be addressed under the guidance of teachers. In such circumstances, students can use the new technology to

their advantage, such as manipulating the network to contact teachers, and receiving answers by email.

## **CONCLUSION**

The purpose of both the traditional and computer-assisted cooperative language learning classrooms is to provide a space in which the facilitation of learning, and learning itself, can take place. It is true that one of the ultimate goals of multimedia language teaching is to promote students' motivation and learning interest, which can be a practical way to get them involved in the language learning. Moreover, a good multimedia English teaching context should be based on the openness and accessibility of the teaching materials and information. During the process of optimizing the multimedia English teaching, students are not too dependent on their mother tongue, but will be motivated and guided to communicate with each other.

Concerning the development of technology, we believe that in future, the use of multimedia English teaching will be further developed and combined with the use of the Internet. The process of English learning will be more student-centered but less time-consuming. Therefore, it promises that the teaching quality will be improved and students' applied English skills can be effectively cultivated, meaning that students' communicative competence will be further developed.

It is also important that using multimedia English Teaching can be an appropriate method to help students to get a sense of the sociocultural context in which the language is used, as well as raising students' language awareness under the framework of World English.

## REFERENCES

- Berns, M. 1990. *Contexts of competence: Social and culture consideration in communicative language teaching*. New York: Plenum Press.
- Block, J. H., & Burns, R. B. 1976. Mastery learning. In L. S. Shulman, (Ed.). *Review of Research in Education*, 4, 3-49. Itasca, IL: Peacock.
- Bloom, B. S. 1968. Learning for mastery. *Evaluation Comment*, 1(2), 1-5.
- Bloom, B. S. 1976. *Human characteristics and school learning*. New York: McGraw-Hill.
- Brown, H. D. 1990. M & Ms for language classroom? Another look at motivation. In J. Alatis (Ed.), *Georgetown university round table on languages and linguistics* (pp. 383-393). Washington, DC: Georgetown University Press.
- Brown, H. D. 1993. *Principles of language learning and teaching*. Englewood Cliffs, NJ: Prentice Hall.
- Brown, H. D. 1994. *Teaching by principles: An interactive approach to language Pedagogy*. Englewood Cliffs, NJ: Prentice Hall.
- Chanier, T. 1996. Learning a second language for specific purposes within a hypermedia framework. *Computer Assisted Language Learning*, 9 (1), 3-43.
- Crookes, G., & Schmidt, R. W. 1991. Motivation: Reopening the research agenda. *Language Learning*, 41, 469-512.
- Dweck, E., & Elliott, G. 1983. Achievement motivation. In P. H. Mussen (Ed.), *Handbook of child psychology*, 4 (pp. 643-691). New York: Wiley & Sons.
- Fuchs, L. S., Fuchs, D., & Tindal, G. (1986). Effects of mastery learning procedures on student achievement. *Journal of Educational Research*, 79(5), 286-291.
- Herndon, J. N. 1987. Learner interests, achievement, and continuing motivation in instruction. *Journal of Instructional Development*, 10 (3), 11-14.
- Holec, H. 1981. *Autonomy and Foreign language learning*. Oxford: Pergamon.

- Keller, J. M. 1979. Motivation and instructional design: A theoretical perspective. *Journal of Instructional Development*, 2 (4), 26-34.
- Keller, J. M. 1983. Motivation design of instruction. In C. M. Reigeluth (Ed.), *Instructional-design theories and models: An overview of their current status* (pp.383-434). Hillsdale, NJ: Lawrence Erlbaum Associates.
- Keller, J. M. 1984. The use of the ARCS model of motivation in teacher training. In K. E. Shaw (Ed.) *Aspects of educational technology, XVII: Staff development and career updating*. London: Kogan Page.
- Keller, J. M. 1987. Development and use of the ARCS model of instructional design. *Journal of Instructional Development*, 10 (3), 2-10.
- Keller, J. M., & Kopp, T. W. 1987. Application of the ARCS model to motivational design. In C. M. Reigeluth (Ed.), *Instructional theories in action: Lessons illustrating selected theories* (pp. 289-320). Hillsdale, NJ: Lawrence Erlbaum Associates.
- Keller, J. M., & Suzuki, K. 1988. Use of the ARCS model in courseware design. In D. H. Jonassen (Ed.), *Instructional designs for microcomputer courseware* (pp.401-434). Hillsdale, NJ: Lawrence Erlbaum Associates.
- Maslow, A. H. 1970. *The whole world guide to language learning*. Yarmouth, ME: Intercultural Press.
- McKeachie, W. J., Pintrich, P. R., & Lin, Y. 1995. Teaching learning strategies. *Educational Psychologist*, 20, 153-160.
- Means, T. B., Jonassen, D. H., & Dwyer, F. M. 1997. Enhancing relevance: Embedded ARCS strategies vs. purpose. *Educational Technology Research & Development*, 45 (1), 5-17
- Nwagbara, C. 1993. *Effects of the relevance component of the ARCS model of motivational design*. Unpublished dissertation, Purdue University, West Lafayette.
- Pintrich, P. R. 1989. A process-oriented view of student motivation and cognition. In J. Stark & L. Mets (Eds.), *Improving teaching and learning through research: New direction for instructional research*, 57 (pp. 65-79). San Francisco: Josey-Bass.

- Pintrich, P. R., & De Groot, E.V. 1990. Motivational and self-regulated learning components of classroom academic performance. *Journal of Educational Psychology* 82 (1), 33-40.
- Savignon, S. J. 1997. *Communicative competence: Theory and classroom practice* (2<sup>nd</sup> ed.). New York: McGraw-Hill.
- Schunk, D. J. 1989. Self-efficacy and cognitive skill learning. In R. Ames & C. Ames (Eds.), *Research on motivation in education: Goals and cognitions* (pp. 1344). New York: Academic Press
- Snow, R. 1990. Aptitude-treatment interaction as a framework for research on individual difference in learning. In P. Ackerman, R. Sternberg., & R. Glaser (Eds.), *Learning and individual differences* (pp. 13-59). New York: Freeman
- Underwood, J. 1984. *Linguistics, computers, and the language teacher: A communicative approach*. Rowley, MA: Newbury House.
- Yang, H. L., & Liu, C. L. 2006. Process-oriented e-learning architecture in supporting mastery learning. *International Journal of Innovation and Learning*, 3(6), 635-657
- Zhanghongling *The development tendency of the modern foreign language teaching and the computer assisted instruction*. Computer-Assisted Foreign Language Education 3.