MULTIMEDIA IN PICTURE SERIES AS A TEACHING STRATEGY TO ENCOURAGE ENGLISH LEARNING MOTIVATION OF BENGKALA ELEMENTARY STUDENTS

Ni Putu Dilia Dewi[1]*, Dadang Hermawan[2], Dian Rahmani Putri[3],
[1,2,3] Institut Teknologi dan Bisnis STIKOM Bali
diliadewi087@gmail.com

ABSTRACT

This research is motivated by observational data which shows the lack of students' motivation and desire to learn English. In the response to the actual situation, classroom action research is conducted with the purpose to increase students' motivation and learning outcomes. The aim of this research is to know the implementation of the experimental method with multimedia in picture series in increasing students' motivation and learning outcomes. This study uses a qualitative method. This research was conducted in grade 5 SD No.2 Inklusi Bengkala Buleleng. Methods of data collection using direct observation and interviews. The data analysis techniques proposed by Miles and Huberman include data reduction, data presentation, and conclusions or verification. This study measured all domains of learning outcomes, namely: cognitive, affective and psychomotor. The results showed an increase in each domain in each cycle. With the experimental method using the Multimedia in Picture Series, students got a hands-on learning experience so that learning is more interesting and increase student's motivation. From the data, it is recommended for teachers to use Multimedia in Picture Series in learning English to improve student learning outcomes.

Keywords: multimedia, picture series, learning concentration

INTRODUCTION

The importance of motivation in language learning is what causes students to act or gain the knowledge. Motivation in learning is the process that initiates, guides, and maintains goal-oriented behaviors. It is frequently used to describe why a student does something. It has the goals of eliminating boredom, laziness, and confusion of students. It makes teaching strategy is holding a big role, so that the teaching and learning process becomes fun, satisfying, and easy to understand. The problem found on observational data of fifth grade students of SD No.1 Inklusi Bengkala Buleleng, which showed the lack of students' motivation and desire to learn English.

According to (Kayi, 2006), Picture series is a number of Pictures which representation of anything (as a person, produced means of painting, drawing, engraving, photography, etc) in applying a strategy of teaching. (Sardiman, 2001) also stated that picture series is a number of pictures that show events and have correlation from one to another. It means, from the picture series can create a story from beginning to the end. As (Setyani, 2018) stated that concentration of learning is really needed in any learning process. This is because the aspect that supports students in learning is concentration. If students cannot concentrate on the ongoing lesson, then the impact will be detrimental to the students themselves because they do not get anything from the lesson.

In the response to the actual situation, classroom action research is conducted with the purpose to increase students' motivation and learning outcomes. Based on the urgency above, the usage of Multimedia in Picture series as teaching strategy had a great affect in the learning activities. The motivation in language learning showed the positive change behavior of student's concentration in learning activities.

Multimedia in teaching process

Various advantages can be obtained from learning using multimedia compared to markers and whiteboards. The multimedia learning method stimulates and triggers all elements of the student's senses. Multimedia is the provision of information with a combination of more than one media in a form of a communication tool. According to Lancien (1998:7), today's multimedia refers to the merging and integration of media, such as text, animation, graphics, sound, and video into a computer system. In this era, the concept of multimedia is increasingly being discussed with its popularity in the world of education.

Basically, multimedia technologies for educational purposes can be categorized according to whether they are used for teaching or learning. Several different multimedia or digital learning resources are listed in Ready and Lockyer (2013). Furthermore, according to Guan et al. (2018), several studies have established the importance of multi-media technology for education and the widespread adoption of multi-media devices. Multimedia generally uses technology and the application of multimedia widely in education because of its many benefits (Almara'beh et al., 2015). Multimedia application tools have benefits for teaching and learning which are summarized as follows:

1) Ability to turn abstract concepts into concrete content
2) The ability to present large amounts of information in a limited time with little effort
3) Ability to trigger students' interest in learning
4) Provide the ability for teachers to know the position of students in the learning.

Picture Series

According to (Daryanto, 2016) Picture Series is a learning method that uses images and is paired/sorted into a logical sequence. In teaching speaking skills, there are several principles that should be considered by the teacher. One of the important principles is to provide something for learners that will encourage or stimulate them to talk. There are many things that can be done to fortify them to talk. For this situation, visual boosts as a photo arrangement were utilized as a part of instructing talking. Connecting to visual or aural jolts, (Hill, 1990) says that visuals have the favorable circumstances:

1) of being modest,
2) of being accessible as a rule,
3) of being close to home, that is, they are chosen by the educator, which prompts a programmed sensitivity amongst instructor and materials,
4) consequent eager utilizes, and
5) of bringing images into the unnatural world of the language classroom.

The unique characteristics of the picture series learning method are Active, Innovative, Creative, and Fun. This learning method forces students to be active in every learning process. This learning method is said to be innovative because every learning must provide something new, and different and always attracts students' interest without them realizing it if it has entered the learning process whether in speaking or writing skills.

Motivation in learning concentration

Learning is defined as the process of creating an environment that produces new experiences. The term learning is often indicated as an educational effort that is carried out intentionally and structured, added with goals that are set before the process is carried out, with controlled implementation. Learning activities can be emphasized that in the educational process often a person learns accidentally, without knowing the purpose in advance, and is not always controlled in terms of content, time, process, and results, but the two terms - education and learning are used interchangeably(Yusuf Hadi Miarso 2009:4).

In learning, the indicator of learning concentration is important to obtain strategies for conveying the material. The characteristics of learning concentration are: 1) Engkoswara (2012) in an article written by Aprilia, et al (2014), with indicators of learning concentration as follows:

1) The readiness of knowledge that can appear immediately when needed.
2) Able to apply the acquired knowledge.
3) Able to analyze the acquired knowledge.
4) There is acceptance or attention to the subject matter.
5) Responding to the material being taught.
6) Able to express ideas/opinions.
7) There is proper body movement according to the teacher's instructions.

2) Slameto (2010) in Nuramaliana (2016:25), with indicators that affect learning concentration as follows:

1) Lack of interest in the subjects being studied.
2) Disturbed environmental conditions.
3) Students' minds are confused.
4) Student's health condition.
5) Tired of the learning process that is going through.

METHOD

Data source is 14 students of 5th grade at SD No.2 Inklusi Desa Bengkala Buleleng. Methods of data collection using direct observation and interviews. The data collection technique used is by using observation technique. Nasution (2003: 56) says that "Observation is the basis of all science. Scientists can only work based on data, namely facts about reality obtained through observation. The researcher enters and sits in that class. Researchers must be in the classroom during the learning process, sitting in their class, listening to the class, observing student movements,seeing and hearing for themselves the complaints of students about the learning process they get. Record what they see and hear, record what they say, think and feel.

According to Danial (2009: 77-79) when viewed from his work, observations can be categorized into direct observation, participatory observation, and indirect observation. Direct Observations are observations made directly by observers on the objects observed in this study. The researcher observes directly how the classroom atmosphere, student character, learning materials, learning process, and student interaction. By doing direct

observation the author can obtain the necessary data in accordance with field conditions. The results of observations for qualitative data require categorization, a description of the observed phenomena, by arranging in detail, chronologically, and structurally, so that the data becomes a unified whole as it is. Observations were used so that researchers obtained data on5th-grade students of SD No. 2 Inclusion in Bengkala Buleleng Village which showed the level of motivation and excitement in learning English.

At the data collection stage, observations and interviews were used to obtain data. Direct observation was carried out twice to obtain data. Researchers directly follow the activities in the classroom, starting from the initial activities, core activities, and closing activities. The material presented in the first observation was ''Transportation'' and in the second observation was ''Shape''. The data was obtained by filling in the observation list that had been compiled by the researcher based on the list of names of 5th-grade students from the teacher.

The initial stage is to conduct interviews with several related parties in this study, after direct observation. After the data from direct observation is obtained, it is continued with the interview stage to get more valid data to be used as a research that will produce useful things for students. The researcher will interview the classroom teacher who is also an English teacher. Interview questions have been prepared based on the results of direct observation, the results of this interview will be continued with the use of multimedia in picture series in teaching strategies. The researcher can ask several questions and explore further answers that are directed to the focus of the research and record them, then the data is analyzed so that the data becomes a study. The purpose of interviewing as a research technique is stated by Nasution (2003: 73) that "The purpose of the interview is to find out what is contained in the minds and hearts of others, how they view the world, namely things that we cannot know through observation". Therefore, the questions asked by the researcher are centered on the research focus that has been defined and structured, although interviews can take place informally. Data analysis techniques are carried out using data analysis techniques proposed by Miles and Huberman (Sugiyono, 2009: 91) which include data reduction, data presentation, and conclusions or verification.
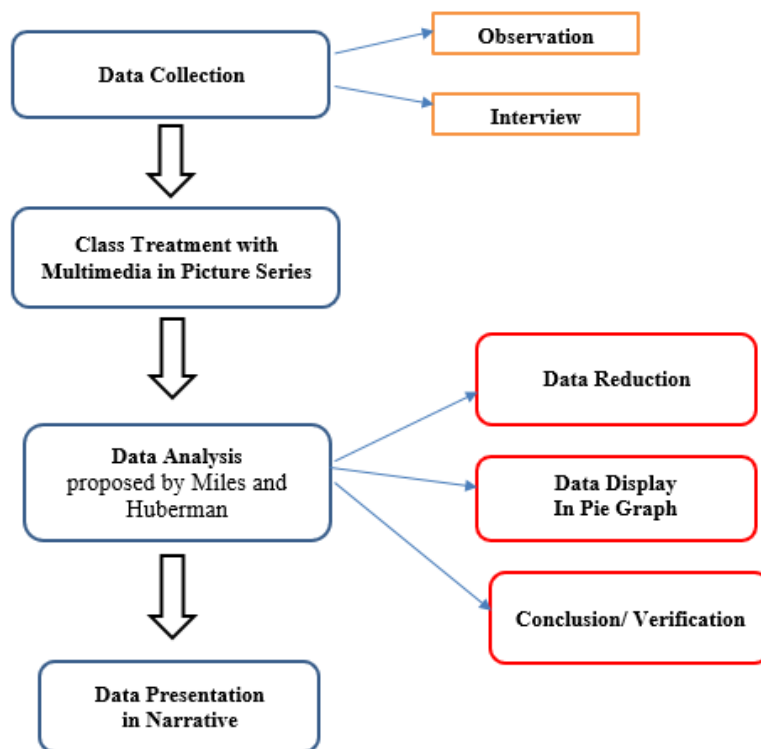
Table 1. The Step of Research Method

FINDINGS AND DISCUSSION

Picture series consists of illustrations, colorful, and eyecatching for catching students' attention in the learning process, moreover combined with the multimedia. (Bailey, K, 2005) Speaking and writing are both beneficial aptitudes and pictures can regularly be utilized as a part of comparable approaches to advance them (Wright, 2004) furthermore expresses that photos can fortify and give data to be alluded to in discussion and discourse as in narrating. Moreover, (Bowen & B, 1991) states that a sequence of pictures is a series of pictures on a single subject. They reveal their story or theme, like a strip cartoon. In a connected set of illustrations, for good selection and display, the teacher must:

a) Make the titles and captions large enough to read, or omit them altogether and do the describing orally;

b) Link pictures. There should be continuity of characterization, setting, and subject from picture to picture, with figures of uniform size and recurring landmarks;

c) If book or magazine representations are replicated, they ought to be disentangled and parts not basic to encouraging points ought to be forgotten;

d) The pictures themselves should all be the same size and similarly mounted in order to make a set.

Source:*babybusindonesia youtube channel*
Picture 1. Example of Picture Series ''Transportation''

Based on the need for research, the researcher will use a modified learning concentration indicator. The learning concentration indicators are seven indicators that come from a combination of seven learning concentration indicators according to Engkoswara (2012) in an article written by Aprilia, et al (2014), and Slameto (2010) in Nuramaliana (2016: 25), namely:

1) There is acceptance or attention to the subject matter.
2) Responding to the material being taught.
3) There is proper body movement according to the teacher's instructions.
4) Able to apply the acquired knowledge.
5) Able to express ideas/opinions.
6) Interested in the subjects studied.
7) Not bored with the learning process that is passed.

Observations were made during class treatment by observing student behavior according to learning concentration indicators. The use of multimedia in the form of picture series that are printed and explained to students is shown by the picture below, the motivation of students was increasing in great enthusiastic during the learning process.

Observation: class treatment with multimedia in picture series

No.	Student's Name	Learning Concentration Indicator						
		1	**2**	**3**	**4**	**5**	**6**	**7**
1.	Komang Bagus Suryatris	x	√	x	x	√	x	√
2.	Ni Luh Julia Resmiani	√	√	x	x	x	x	x
3.	Ni Kadek Dinda Marliani	√	√	x	x	x	x	x
4.	Ni Komang Satya Manika	√	√	x	x	x	x	x
5.	Putu Tisya Suyita Sari	√	x	x	x	x	√	x
6.	Kadek Yuli Risma Wati	x	√	x	x	x	x	x
7.	Nyoman Agus Putra Whidi	√	√	x	√	x	x	x
8.	Kadek Agus Sariate	√	√	x	√	x	√	x
9.	Putu Eka Darmasa Putra	√	√	√	√	x	x	x
10.	Kadek Astawa	√	√	x	√	x	x	x
11.	Komang Juni Pastika Dana	√	x	x	√	x	x	x
12.	Komang Kesoman Dewi	√	√	x	x	x	x	x
13.	Wayan Budiarta	√	x	x	√	x	x	x
14.	Gede Ngurah Budi Ratnade	√	x	x	√	x	x	x

Note: x (Not responding), √ (Responding)

Table 2. Observation List 1
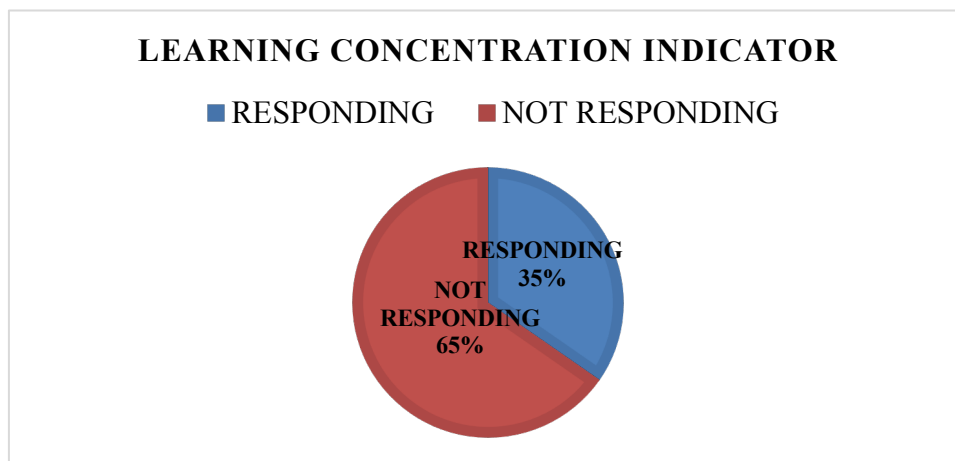
Table 3. Diagram of observation List 1

No.	Student's Name	Learning Concentration Indicator						
		1	**2**	**3**	**4**	**5**	**6**	**7**
1.	Komang Bagus Suryatris	√	√	√	√	√	√	√
2.	Ni Luh Julia Resmiani	√	√	√	√	√	√	√
3.	Ni Kadek Dinda Marliani	√	√	x	√	√	√	√
4.	Ni Komang Satya Manika	√	x	√	√	√	√	√
5.	Putu Tisya Suyita Sari	√	√	√	√	√	√	√
6.	Kadek Yuli Risma Wati	√	√	√	√	√	√	√
7.	Nyoman Agus Putra Whidi	√	√	√	√	x	√	√
8.	Kadek Agus Sariate	x	√	√	√	x	√	√
9.	Putu Eka Darmasa Putra	x	√	√	√	√	√	√
10.	Kadek Astawa	√	√	√	x	√	√	√
11.	Komang Juni Pastika Dana	√	√	√	x	√	x	√

12.	Komang Kesoman Dewi	√	√	x	√	√	√	√
13.	Wayan Budiarta	√	√	√	√	√	√	√
14.	Gede Ngurah Budi Ratnade	√	√	√	√	√	√	√

Note: x (Not responding), √ (Responding)

Table 4. *Observation List 6*

LEARNING CONCENTRATION INDICATOR
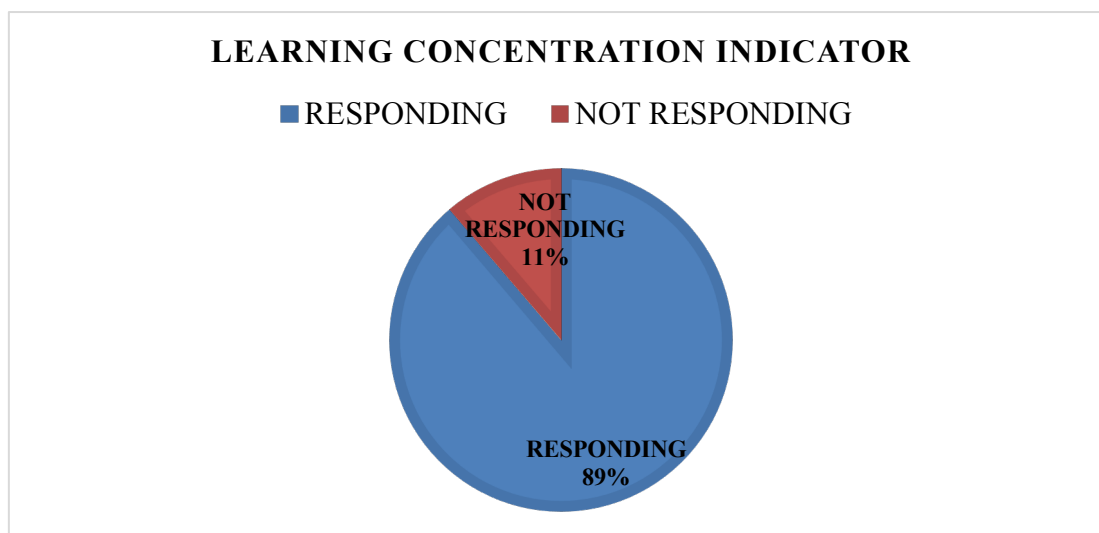- RESPONDING   - NOT RESPONDING

NOT RESPONDING 11%

RESPONDING 89%

Tabel 5. *Diagram of observation List 6*

The following are the results of research obtained from observations and interviews conducted with class teachers and 5th-grade students at SD no.2 Inklusi Desa Bengkala Buleleng. The data analysis is shown on the table of observation list and pie diagram to show the result of this research.

The first indicator of student concentration is "*There is acceptance or attention to the subject matter*". In the initial observation, more students did not focus on the initial presentation of learning. Students are seen opening books and looking around without paying attention to the teacher. In the final observation after using teaching techniques using multimedia in picture series, students seemed to focus on seeing their teacher with high curiosity. Students pay attention to every movement of the teacher because they are seen waiting for what material they will learn.

In the second indicator, the concentration of students is "*Responding to the material being taught*". In the early stages of observation, students did not seem to respond well. Some students chatted with their classmates more often and responded only with the words "*Yes, miss*". The final stage of observation showed a better response than before. Students respond to the teacher with eye contact, nodding their heads and smiling.

In the third indicator, the students' concentration is *"There is proper body movement according to the teacher's instructions"*. In the early stages of observation, most of the students did not show movement according to the teacher's instruction. This can be seen in the confusion of students to do what is instructed. Students cannot answer what is conveyed by the teacher. Some students do not focus on the material presented. At the final level of observation, many students tried to raise their hands to answer and follow the teacher's instructions. Students are seen competing to answer and come to the front of the class to point to pictures and tell stories.

In the fourth indicator, the student's concentration is " *Able to apply the acquired knowledge''*. At the observation stage, students seemed to have difficulty answering the tasks given by the teacher. They open books and are seen chatting with other friends. At the final stage of observation, students are able to independently try to complete the given task, although there are still some students who still need the help of the teacher for a more detailed explanation. But this point is very good because students' interactions with learning needs have been seen by their efforts to ask the teacher.

In the fifth indicator, the student's concentration is "*Able to express ideas/opinions*". In the early stages of observation, most of the students looked passive and did not want to express their opinion. So that the teacher conveys more material in Indonesian than in English. At the final stage of observation, it was seen that more students raised their hands to state their ideas. Although the ideas they convey are still in the context of Indonesian. But it is clear that their enthusiasm for learning is improved.

The sixth indicator of student concentration is *"Interested in the subjects studied"*. In the early stages of observation, interest in the subject studied was quite low, because the subjects were foreign languages that they almost never used in their daily lives. Especially in Bengkala Village, which is located at the upper tip of the island of Bali, which is still far from being equivalent to other schools in big cities. At the final observation stage, students showed their interest in learning English from the multimedia presented. By showing their focus during learning. Student conversations that discuss the lessons and the uniqueness of the pictures that they find fun to learn.

In the seventh indicator, the concentration of students is *"Not bored with the learning process that is passed"*. At the initial observation, it was very visible that students were bored with the learning process. Students are seen half-asleep in an unruly learning position. Students stare blankly at the school grounds and look eager to hear the bell ring and end their class. At the final observation stage, students look very happy in learning, their eyes always look forward to the teacher and the multimedia teaching aids used. The cheers of the students' voices filled the classroom, which they didn't realize when the lesson was over. This shows that students' learning motivation increases using multimedia in picture series.

Apsari (2017) ''The use of picture series in teaching writing recount text'', the results of the study revealed that the teaching writing by using picture series can improve students' ability in writing recount text in junior high school. Specifically, they showed some improvement on the process of writing and vocabulary. On the other way around, the picture series used for fifth grade students in Bengkala Buleleng increases concentration and motivation in student learning.

Setyani (2018) ''Analisis Tingkat Konsentrasi Belajar Siswa Dalam Proses Pembelajaran Matematika Ditinjau Dari Hasil Belajar", the results showed that the three research subjects at the Vocational School level had different levels of learning concentration. Subject A with high learning outcomes met 6 indicators of learning concentration and did not meet 3 indicators of learning concentration. Setyani (2018) only analyzes the class using concentration indicators, but in this study the concentration indicators were used to assess the effectiveness of the Multimedia in Picture Series in learning.

CONCLUSION

Referring to the study findings and discussion discussed in the previous chapter, it can be concluded that: First, Multimedia in picture series has a very extraordinary effect in encouraging the learning motivation of Bengkala Elementary School students. Student motivation can certainly be seen how the level of concentration in student learning and also how the response of students in following the learning process in class. Student responses to the use of Multimedia in picture series showed a very good response to the observation list which was indicated by the motoric responses of students by raising their hands, eye contact, trying to think for themselves, and conveying their ideas to the front of the class. This teaching strategy is very effective compared to teaching methods that do not use multimedia in the teaching and learning process. Second, there is substantial interaction among students in the class who often discuss the material that appears on PowerPoint, compared to before, students often talk and discuss things that have nothing to do with the material presented by the teacher. Third, being on the concentration indicator "interested in the subject studied" makes students happier and more interested in the subjects they learn. This is the most important of all when students are interested and enjoy the subject in class. This strategy should be used by all subject teachers, not only English subjects who can use it. Especially in Bengkala Village, where the schools are located in the interior of the village, which is almost difficult to keep up with the technology that is developing in this era of globalization. Good teaching and learning strategies are needed to get good student output so that they will form a strong character with skills that can be used to improve the quality in their respective areas. This research is limited in terms of scope and subject size. For these reasons, it is suggested that further research examines the effect of the picture series on different aspects of learning, such as on students' language skills, knowledge quality, attitudes, achievement, etc. Further research also needs to involve a bigger sample size for a more generalizable result.

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