

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents the discussion about Theory description of teaching media, multimedia, Power Point, and Previous Study.

A. Teaching Media

Media is every tool to convey information or messages from one place to another place. In teaching learning process also use media to make the process run effective and interesting. This part describes definition of teaching media, function of teaching media, and kinds of teaching media.

1. Definition of Teaching Media

Generally, teaching media mean all tools which may be used by teacher to deliver teaching material to students in teaching learning process to reach certain learning goals.

There are some experts that stated about teaching media. According to Bakri (2011:3) media is plural form of medium, which derives from Latin word *medius* that has meaning “middle”. In Bahasa, medium means “between or interval”. The meaning of media aimed at something that delivers information (massage) between message sender and receiver.

Teaching media based on Arsyad (2009:4) is a media that bring instructional purpose of messages or information of learning. Media is means of expressing

message and information. According to Heinich, et al in Nurrochim (2013:17-18) stated that medium as a mediator that delivers information between sender and receiver. When the media brings instructional messages or information that contains learning purposes, it can be called as teaching media.

Meanwhile, Gerlach and Ely in Bakri (2011:3) divide teaching media in wide meaning and narrow meaning. Media in wide meaning is people, material or event which can create condition so that students can get new knowledge, skill or attitude. In this meaning teacher, book, and environment is included in media. While media in narrow meaning is graphic, photo, picture, mechanic and electronic tools that use to express, process and also convey visual and verbal information. In addition, Briggs in Aniqotunnisa (2013:10) stated that teaching media is all physical form that can convey message and can stimulate students to learn.

According to Arsyad (2009:6-7), teaching media has some basic criteria, those are:

- a. Teaching media has physical meaning that called by hardware. The hardware is an object that can be seen, heard, and touched by five senses.
- b. Teaching media has non-physical meaning then we called it software that is the message which wants to deliver for pupil in hardware.
- c. The emphasizing of teaching media is in the visual and audio.
- d. Teaching media is a tool to help teaching-learning process both inside and outside class.

- e. Teaching media used to communicate and interact between teacher and students in teaching-learning process.
- f. Teaching media can be used massively (for example: radio, television) big group and small group (for example: film, slide, video, OHP), or individual (e.g.: module, computer, video recorder)
- g. Attitude, act, organization, strategy, and management that related with application of certain knowledge.

Based on the definition above, it can be concluded that the media relates to technique, method in teaching and learning process. In other word, media is all aids/tools which may be used by teacher and learner to attain certain education objectives.

2. The Function of Teaching Media

The importance of using media for teaching is a media that can be used to help the students in their study, in order to make the teaching learning process more effective and efficient. By using media, the material is more interesting concrete and easier to understand.

According to Sudjana (2001:64) the function of teaching media in teaching and learning process as follows:

- a. The using of media in teaching learning process is not addition function, but has own function as an aid to express effective teaching learning situation.
- b. The using of teaching media is integral part of all learning situation. It means that teaching media is one of element that should be developed by teacher.

- c. The using of teaching media is more important to accelerate teaching and learning process and help student in comprehend material from teacher.

In addition teaching media function based on Mulyani in Dewi (2012:13)

are:

- a. Auxiliary tool to create effective learning situation.
- b. Integral part of all learning situation.
- c. To concrete the abstract concept, so, can decrease verbal comprehension.
- d. To build up student's motivation to learn.

3. Kinds of Teaching Media

As we know that teaching media is all tools/aids that may be used by teacher and learner to attain certain education objectives. Then the teaching media can be divided into some classification.

According to Mahajan (2012:6-7), media are classified into seven categories such as:

- a. Graphic Media: any kinds of printed media. Such as, books, pictures, photographs, maps, charts, posters, graphs, diagrams.
- b. Display Media: a board used to show information in small group, e.g., chalkboard, bulletin board, flannel board, and peg boards.
- c. Three Dimensional Media: A the medium that has 3D shape. For example, models, objects, specimens, puppets.
- d. Projected Media: a kind of media that need projector to show the messages. For example, slides, filmstrips, transparencies, films, video tapes, gramophones, records.
- e. Audio Media: media that just can be heard. Such as, radio, audio cassettes, gramophones, records.
- f. Video Media: this media is combination between audio and visual, e.g., TV, videocassettes, CD, computers.
- g. Activity Media: media that can act some activity. For example, fieldtrips, dramatization, demonstration, and role-playing

Based on Sahid (2010:3) teaching media can be grouped as follows:

- a. Visual Media: the media which can show information that just can be seen and read. For example: picture, photo, graphic, diagram, poster, cartoon, comic, book, etc.
- b. Audio Media: the media which can show information that just can be heard. For example: radio, tape recorder, language laboratory, MP3 player, etc.
- c. Projected Still Media: the media that need projector to show the information which inform of no-motion picture/writing. For example: Power Point slide, micro film, etc.
- d. Projected Motion Media: the media that need projector to show information inform of motion picture/writing. For example: film, television, video (VCD, DV, VTR), computer, etc.

The other classifications of teaching media also stated by Leshin, et al in Arsyad (2009:36) those are: (1) Human-based media (teacher, instructor, role-play, group activity, field-trip); (2) Printed-based media (book, guide line, workbook, paper); (3) Visual-based media (video, film, slide-tape program, television); and (5) Computer-based media (interactive video, hypertext). In addition, Rusman in Kusantati, et al., (2014:38) classified teaching media into six kinds, those are: (1) Visual media, (2) Audio media, (3) Audio Visual media, (4) Group presentation media, (5) Object media, and (6) Interactive computer-based media.

4. Teaching Media Evaluation

It is important to have good planning in developing teaching media. The evaluation of teaching media especially interactive or multimedia based teaching media is for measure or evaluates the quality of the media. According to Walker & Hess in Arsyad (2009:175-176) criteria of teaching media evaluation are:

- a. Quality of content and objective:
 1. Accuracy;
 2. Importance;
 3. Completeness;
 4. Balance;
 5. Interest;
 6. Justness;
 7. Suitability with students' situation.
- b. Instructional quality:
 1. Give learning opportunity;
 2. Give helpfulness to learning;
 3. Motivation quality;
 4. Instructional flexibility;
 5. Relationship with other learning program;
 6. Social quality of instructional interaction;
 7. Testing and evaluation quality;
 8. Give impact to students;
 9. Give impact to teachers and their teaching learning process.
- c. Technical quality:
 1. Readable;
 2. Easy to use;
 3. Lay out quality;
 4. Treatment of answer quality;
 5. Program management quality;
 6. Documentation quality.

Then based on Wahono in Waryanto (2008:5-7) criteria of multimedia interactive evaluation are:

- a. Software engineer aspect:
 1. The effectiveness and efficient in development and the using in teaching media
 2. Reliable
 3. Maintainable (easy to manage)
 4. Usability (easy to use and operate)
 5. The accuracy to choose application/software/tool in development

6. Compatibility (teaching media is easy to install in all kinds of hardware and software)
 7. Easy to execute
 8. Completeness of documentation teaching media program, include: install guide (clear, brief, and complete), troubleshooting (clear, structured, and anticipative), program design (clear, interpreted flow of work program)
 9. Reusable (some or all teaching media program can used again to developing other teaching media)
- b. Learning design aspects:
1. Clarity of learning objective
 2. Relevancy between learning objective with standard competency/basic competence/curriculum
 3. Deepness of learning objective
 4. Accuracy in using learning strategy
 5. Interactive
 6. Give motivation to learn
 7. Contextual an actual
 8. Completeness and quality of supplementary material
 9. Appropriateness between teaching materials with learning objective
 10. Deepness of teaching material
 11. Easy to understand
 12. Systematic, and well organized
 13. Clarity of explanation, example, and exercise
 14. Consistency between evaluations with learning objective
 15. Accuracy of evaluation tool
 16. Giving feedback toward evaluation result
- c. Communication visual aspects:
1. Communicative
 2. Creative
 3. Simple and interesting
 4. Audio (narration, sound effect, back sound, music)
 5. Motion media (animation, movie)
 6. Visual (layout design, typography, color)
 7. Layout interactive (navigation icon)

B. Multimedia

By development of technology all kinds of teaching media can be used in the same time through one tool that called as multimedia. Multimedia is combination from some media, so can make teaching learning more interactive, effective, efficient, and interesting.

1. Definition of Multimedia

There are some definitions of multimedia that stated by some expert. According to Syarif in Alifah (2013:5) multimedia also can call by many media, the component of this media consist of text, picture, video, and audio. In other word, making communication by using multimedia means that making communication using more than one media.

Based on Hackbarth (1996:229) Multimedia is suggested as meaning the use of multiple media formats for the presentation of information, including texts, still or animated graphics, movie segments, video, and audio information. Computer-based interactive multimedia includes hypermedia and hypertext. Hypermedia is a computer-based system that allows interactive linking of multimedia format information including text, still or animated graphic, movie segments, video, and audio. Hypertext is a non-linier organized and accessed screen of text and static diagrams, pictures, and tables.

In addition Mahajan (2012:6) stated that multimedia uses multiple forms of text, audio, graphics, animation, or video to convey information.

As such, multimedia technologies offer today's classroom teachers the opportunity to move from a largely linear learning environment to an increasingly nonlinear environment. Such technologies also allow students a strong degree of choice as they pursue learning with multimedia texts. The multimedia classroom tools offer classroom teachers multiple ways of engaging students in the learning process. Teaching is no longer "chalk and talk", it is supported with various media like books, journals, audio-visual aids, electronic media i.e. radio, TV, computers etc.

Thus, we can conclude that multimedia-based teaching is teaching learning process that the teacher use many media to deliver material to attain certain leaning objective. The media can be inform of text media or electronic media. This media conveyed interactively, so, can make students' learning experience like in the real-time.

2. Advantages of Multimedia

Based on the definitions of multimedia above, we know that the multimedia has advantages in education field, especially in teaching learning process. This media can be used in the class or individually. Students also can interact with this media actively and individually, for example the using of multimedia inform of a program. Then the advantages of multimedia in educational field that stated by some expert as in the following explanation.

According to Kustiono in Ikhtiari (2010:10-11) multimedia interactive learning has some benefits in increasing the effectiveness of learning process, those are:

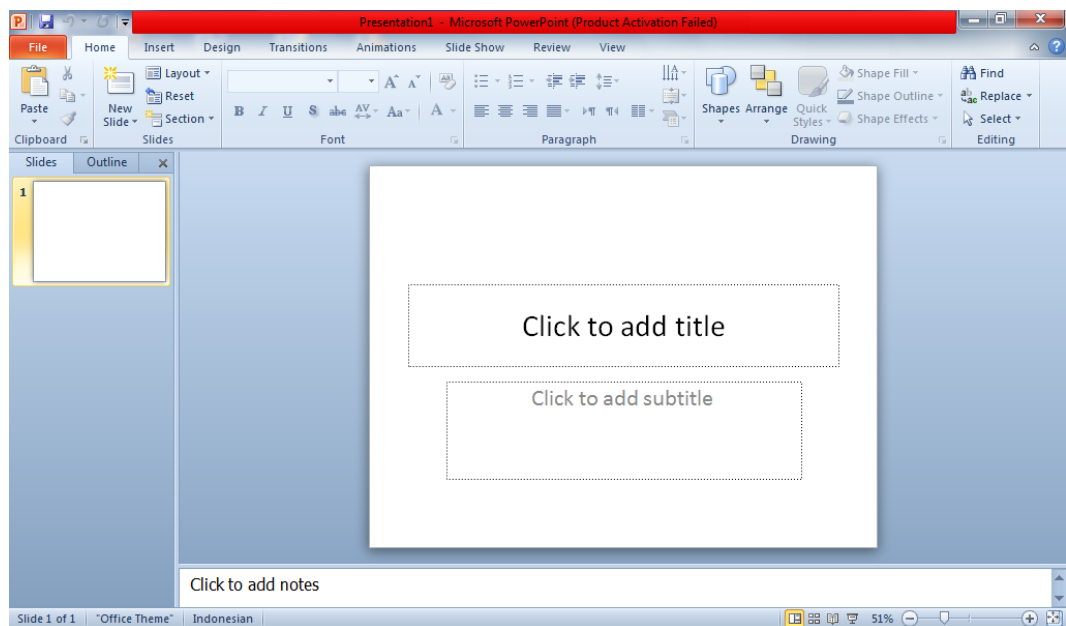
- a. May direct interaction between user and learning material.
- b. Learning process can be doing individually based on students' ability.
- c. Increasing student interest and motivation.
- d. Give feedback toward students' respond.
- e. Create continued learning process

The power of a multimedia to bring reality into the learning environment makes it one of the most useful tools of cognitive processing and memory. This can be testified by the fact that students who watch an interesting movie can remember almost 80% of it after one hour but can remember only about 25% of lecture information after the same time lapse. Indeed, the teacher in the 21st century cannot afford to miss out on this benefit of using the multimedia to enhance lesson delivery.

C. PowerPoint

In developing English multimedia-based teaching media the researcher need software to create it. There are some software provided to make multimedia for teaching media. One of them is Powerpoint. Powerpoint was created by Robert Gaskins and Dennis Austin at a software startup in Silicon valley named forethought, Inc. In the beginning the function of this software is to make a presentation slide. But now days as long as increasing of technology in education, this media also can be used to developing teaching media. By using this software teachers can innovate to make interesting and interactive teaching media. So, they can motivate their students' attention in their teaching learning process.

1. Working area of PowerPoint



D. Previous study

Many researches have report to expose developing multimedia-based teaching media; some of the researches are noted as below:

Ghea Putri Fatma Dewi (2012) developed English education game by using Macromedia Flash in topic of animal for IV grade of Elementary School. There are some stages in develop this game, those are: analyzing, designing, developing, implementing, and evaluating. In this study the result are: the average result from expert of media validation was 4.32, from expert of material validation was 4.59, and from students' evaluation got was 3.07 it means that this media was proper in to use in English teaching learning.

Kusuma, et al (2014) in their research, they develop English multimedia interactive for XI grade of Senior High school. This development of teaching media interactive developed based on flowchart and storyboard. The result of evaluation from teaching material expert was 100% in good qualification. Then, the result of evaluation from expert of design was 88% of good qualification level. Meanwhile, the result of evaluation from expert of media was 81.8% of good qualification level. The result from one-to one evaluation was 90.6% of good qualification level. Next, the result from small group evaluation was 91.3% of good qualification level. And the last was the result from field trial evaluation was 90.2% of good qualification.

From the previous findings above, the writer developed English multimedia-based teaching media using Power Point. The differences between

previous study and this thesis are: (1) using powerpoint software, (2) for XI grade. So, this research is difference from previous finding above.