

Utilization of Multimedia in Learning English Through Motion Videos and Songs

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Abstract

The Sei Prema Orphanage is dedicated to enhancing the English language proficiency of its children through multimedia-based community service programs. This initiative is supported by the Community Service Institute (LP2M) of Santo Thomas Catholic University, North Sumatra, aligning with the Tri Darma of Higher Education, which includes community service, teaching, and research. The program focuses on increasing the children's interest in learning English by using multimedia methods such as videos, songs, and interactive tools. The implementation of multimedia in teaching is grounded in the understanding that English, as a global lingua franca, is essential for connecting individuals with the world. By leveraging multimedia components like text, images, sound, and video, the program aims to make English learning more engaging and effective. The community service activities are designed to be interactive, utilizing images, sounds, and videos to enhance the children's listening skills and overall interest in the language. The benefits of this program include increased motivation for learning English, a shift in perception that English learning can be enjoyable, and improved listening skills through multimedia tools. These activities contribute to the broader goals of the Merdeka curriculum by promoting student-centered teaching and enhancing the educational experiences of the children at the Sei Prema Orphanage. The collaboration between Santo Thomas Catholic University and the orphanage not only supports the children's education but also fosters a positive relationship between the university and the community.

Keywords

Multimedia; English Learning; Motion Videos and Songs

Introduction

Sei Prema Orphanage is committed to improving the ability of Orphanage children in learning English, using multimedia through community service programs. In order to achieve this goal, the Community Service Institute (LP2M) Santo Thomas Catholic University, North Sumatra plays a role as a partner in implementing this program. One part of the Tri Darma of Higher Education is community service, which includes teaching, research and useful programs. This

Community Service was carried out to increase interest in learning English through multimedia among students at the Sei Prema Orphanage Jln. Medan Sunggal Medan City. English is an international language or also known as a lingua franca (Roby Zhichang, 2019). Roby & Zhichang also said that the rapid development of English has occupied global cultural and economic factors. Therefore, studying international languages is very important (Megawati, 2016) because international languages can connect society with the world in various aspects, including the educational aspect of the children of the Sei Prema Orphanage who are the nation's next generation. Likewise, in the era of globalization, English is one of the mandatory subjects in Indonesian schools. However, when teaching English to children in orphanages, it is important to use learning methods that attract children's attention through multimedia methods that are appropriate to the lesson material.

The word media comes from the Latin *medius* which literally means intermediary or introduction. The Association of Education & Communication Technology (AECT) provides a definition of media as a transmission system (materials and equipment) that is available to convey certain messages (1986:43). Another opinion was expressed by Suranto (2005:18) that media is a means used to convey a message from a communicator to the communicant. The term multimedia describes new developments in the field of computer programming. Multimedia consists of components in the form of text, images, animated sound and video. Multimedia is a combination of several pieces of information which can be in the form of text, images, sound, animation and video. Multimedia programs are usually interactive so they have a special attraction for students to use them.

1. Image: In general, image or graphic means still image such as photos and drawings. Humans are very visual-oriented and images are an excellent means of presenting information. All objects presented in image form have no direct relationship to time. The attributes of the image itself depend on the image resolution and image bit depth.
2. Sound: Sound can better explain the characteristics of an image, for example music and sound effects or original sound. The authoring software used must have the ability to control recording and playback.
3. Videos: Video is a technology for capturing or recording, processing, transmitting and rearranging moving images. Usually using celluloid film, signals and electronic or digital media. Video itself is closely related to motion and sound. As in analog video and digital video.

Based on a survey conducted by the author at the Sei Prema Orphanage, it was identified that there was a need to develop skills in English during the learning process in the classroom through images, sounds, in the form of videos. Therefore, in the context of community service, the author has developed a program which aims to increase children's interest in learning English through multimedia in the form of English song videos. This program is a form of positive contribution from the author to the Sei Prema Orphanage with the hope of providing benefits to the school's students and creating useful relationships between Santo Thomas Catholic University, North Sumatra and society in general.

Problem Statement

The formulation of the problem faced is:

1. How to improve listening skills through videos for Sei Prema Orphanage children

2. How to make multimedia learning interesting and interactive for children at Sei Prema Orphanage

Activity Objectives

The objectives of this community service activity are:

1. Increase the motivation and interest in learning of Sei Prema Orphanage children in learning English.
2. Creating easy and fun English learning by utilizing multimedia.

Benefits of Activities

The benefits obtained by carrying out this activity are:

1. Increased children's motivation to learn English and apply it in everyday communication.
2. Change the perception that learning English is difficult and boring to easy and fun.
3. Improve students' English listening skills through multimedia that we can use in learning English, including: computers, YouTube, television and radio.
4. Increase student activity and participation in the English learning process, thereby creating enjoyable learning.

Prevention Framework

By implementing learning using multimedia in the form of videos containing songs and movements, it is hoped that the children of Sei Prema Orphanage will understand the importance of listening skills in easy and fun English learning. a) Linkage This activity is one of the objectives of the Merdeka curriculum relating to student-centred teaching in a visual and effective application organized by universities (Community Service) in empowering the community to develop the abilities of the Sei Prema Orphanage children in order to make the lives of the orphanage children more intelligent. In this way, the government helps in the education sector by making learning English easy and fun.

Activity Method

In this community service, the activities carried out are:

1. Teaching Material
2. Practice movements and songs

Evaluation Plan

The results of this service will be measured using the following parameters:

1. Sei Prema Orphanage Children's understanding of the material
2. Sei Prema Orphanage Children's Activeness in Learning
3. Responses from Sei Prema Orphanage Children

Literature Review

Advances in the world of technology make everything easier and more practical. There are many new discoveries in the world of technology that can simplify and speed up various kinds of activities carried out by humans. For example, discoveries in the world of information technology. If in the past information was only disseminated using one medium, now information can be disseminated using various media at once or what we call multimedia. And multimedia that we can use in learning English include: computers, internet, gadgets, YouTube, television. Currently, English language skills are an important aspect that everyone must have. Therefore, we need to learn English continuously. In the current digital era, there are many applications on the internet, both applications for personal computers (PCs) and smartphones. Talking about language skills, including English, we will be separated from four things, namely: reading, writing, listening and speaking. Listening skills are the most demanded thing in mastering English, because currently English is used for active communication. Therefore, we need to train him to have this skill well. To make it easier to learn English, we need media. The media we use is multimedia. And this multimedia includes: computers, internet, gadgets, Skype, YouTube, games, television and radio.

Methodology

The method used in the community service activities at the Sei Prema Orphanage involves a mixed approach that includes both quantitative and qualitative methods. Data collection was conducted through surveys, interviews, and observations to measure the children's understanding and engagement in learning English. The activities were designed in two sessions held on different days. In the first session, the teacher introduced themselves and explained the purpose of using multimedia in English learning, accompanied by warm-up activities to spark the children's interest. The core activities involved explaining the concept of multimedia and singing English songs from YouTube or videos, where the teacher corrected any mispronunciations. The session concluded with a joint reflection and practice of singing and movements.

In the second session, the activities opened with another introduction by the teacher and a warm-up. The core activities continued with further explanations about multimedia and playing videos of English songs. The children were encouraged to participate actively, and the teacher provided necessary pronunciation corrections. The closing activities involved giving the children tasks to measure their understanding, gathering their responses to the multimedia learning method, and awarding candies to the most enthusiastic participants. The tools and media used in these activities included images, sounds, and videos, each serving to attract visual attention, clarify image characteristics, and display movements and songs for the children to follow.

The evaluation of this activity's success was conducted by measuring the children's understanding of the material, their engagement, and their feedback on the multimedia learning method. The expected benefits of these activities include increased motivation and interest in learning English, development of listening and pronunciation skills, and enhanced active participation in the learning process. This method aims to create an engaging and interactive learning environment for the children at the Sei Prema Orphanage and foster positive collaboration between Santo Thomas Catholic University, North Sumatra, and the local community.

Findings

Problem Solving Analysis

The activities carried out in this community service are teaching in the form of movements and songs to improve the listening skills of Sei Prema Orphanage Children in learning English. This community service activity was carried out on Sunday 09 June 2024 and Sunday 16 June 2024. Details of the implementation of English Multimedia learning for students are as follows:

Sunday 09 June 2024

Opening activities:

1. The teacher introduces himself to the Sei Prema Orphanage Children and explains the background and objectives of implementing Multimedia learning such as: Internet, YouTube, Television, etc. in English lessons.
2. Do an ice breaking warm-up by asking the Sei Prema Orphanage children to follow the teacher's guidance.

Core activities:

1. The teacher explains about Multimedia and shows examples of Multimedia
2. The teacher asks to invite the Sei Prema Orphanage children to sing songs via YouTube or video.
3. Teacher corrects wrong English pronunciation.

Closing activities:

1. The teacher asks the Sei Prema Orphanage children to sing English songs and practice
2. Sei Prema Orphanage Teachers and Children examine together the movements they have watched from movement videos and English songs.

Sunday 16 June 2024

Opening activities:

1. The teacher introduces himself to the children of the Sei Prema Orphanage and explains the background and objectives of implementing multimedia learning such as: Internet, YouTube, Television etc. in English lessons.
2. Do an ice breaking warm-up by asking the Sei Prema Orphanage children to follow the teacher's guidance.

Core activities:

1. The teacher explains about Multimedia and shows examples of Multimedia
2. The teacher asks the Sei Prema Orphanage Children to sing songs via YouTube or Video.
3. Teacher corrects wrong English pronunciation.

Closing activities:

1. The teacher asks the Sei Prema Orphanage Children to work on the questions given by the trainer.
2. Asking about the response of the Sei Prema Orphanage Children after learning using the English Multimedia method for 2 consecutive days.
3. Giving candy as appreciation to every Sei Prema Orphanage child who is enthusiastic about participating in learning.

Strategic Intermediate Target Audience

From the perspective of the target audience, this teaching is very strategic to be given to the children of the Sei Prema Orphanage because: The children at the Sei Prema Orphanage do not understand how to use multimedia in learning English due to environmental factors and the family's lack of time to specifically teach children about the use of multimedia. This activity is one of the objectives of the independent curriculum which is related to child-centred teaching in one visual and effective application organized by the university (Community Service) in the

context of empowering the community to know and develop the abilities of the Sei Prema Orphanage Children in order to educate them. orphanage life. And that's how the government helps in the education sector to make learning English easy and fun.

Activity Method

In this community service, the forms of activities carried out are:

1. Teaching
2. Practice
3. Feedback

RESULTS OF ACTIVITIES IN THE COMMUNITY

Partner Description

The Sei Prema Orphanage is under the supervision of the Social Service. The children at Sei Prema Orphanage come from various ethnicities and languages.

Driving Factors

The factors that motivate the implementation of service at the Sei Prema Orphanage are:

1. The importance of increasing knowledge about listening via multimedia such as YouTube, Internet, TV, etc., about English.
2. Multimedia learning methods have been used, but were not continued.
3. Support from the school and the willingness of the orphanage children to learn.

Obstacle factor

The difficulty of arranging meeting times with children, short study time and having a scheduled learning schedule, are inhibiting factors, so that learning must be held on time, and it is difficult to manage the time of teachers (students) because the distance between the orphanage and the campus is quite far.

Evaluation

After carrying out multimedia learning in English for children at the Sei Prema Orphanage, several evaluations were found:

1. The children of Sei Prema Orphanage are familiar with Multimedia but not for learning English.
2. Sei Prema Orphanage children are motivated to learn English listening and pronunciation because they are actively involved during the learning process

Conclusion

From the learning results, conclusions can be drawn, including:

1. It cannot be denied that learning English through multimedia including computers, internet, YouTube, gadgets, television, radio and games really helps the Sei Prema Orphanage children understand English lessons presented in the form of songs and movements.
 2. Media in learning has a function as a tool to clarify messages. Media also functions for individual learning where the media's position fully serves children's learning needs.
 3. Multimedia in the form of computers, gadgets, internet, YouTube, games, television and radio is very effective in learning English
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