



3. How do the teachers overcome the challenges in the implementation of Multimedia Computer Assisted Language Learning programs in reading narrative text activities?

The researcher was observed tenth grade students, and there are two classes with two teachers. To show the result of this research clearly, those findings are categorized based on the research questions of the study:

**1. The Implementation of Multimedia Computer Assisted Language Learning Programs in Reading Narrative Text Activities at The First Grade Students Of Persatuan Islamic Senior High School in The Academic Year 2014-2015.**

In term of identifying the implementation of Multimedia Computer Assisted Language Learning Programs in Reading Narrative Text Activities, the researcher needs data about how the teacher in implementing Multimedia Computer Assisted Language Learning Programs in Reading Narrative Text Activities. The researcher became a nonparticipant observer and the teacher becomes the object who was observed. The researcher used observation checklist with ten criteria of the principle how to implement multimedia in the teaching learning process.<sup>1</sup> The researcher also combined those ten criteria with the condition in the class which bringing on teacher challenges.

<sup>1</sup> Prof. Dr. Munir, M.IT, *Multimedia Konsep dan Aplikasi dalam Pendidikan*. (Bandung: Alfa Beta, 2013), p.157-158







In this meeting, the teacher asked the students to identify the structure of the text; more than a half of groups still have mistakes to identify it. Although in the beginning of the lesson, the teacher explained about it.<sup>3</sup>

In the third observation, the teacher observed A class who taught by Ms. N. The researcher looked at the teacher's lesson plan in teaching reading narrative text in the second meeting to identify whether the multimedia learning material is appropriate with the objectives of the study. We can see at the table below:

[illegible]

Table 4.3

**Materials and Objectives of the Study in the Third Observation**

No	Objectives of The Study	Multimedia Learning Material
1.	Students are able to identify general information in simple narrative text in the form of folktale.	The teacher reviewed the material with asked the students show the malin kundang story again, but in the form of animation video.
2.	Students are able to find explicit information from the text narrative in the form of folktale.	The teacher asked the students to answer the questions in their group about general information in the malin kundang story. For example: what happened to Malin's mother after she was left by Malin?

Based on the table above, the multimedia learning material is appropriate with the objectives of the study. For example: The teacher asked the students to answer the questions orally about general information in the malin kundang legend. It is in line with the objectives of the study which students are able to identify general information in simple narrative text in the form of legend.

During the implementation of multimedia learning, the students in the back forgot about the story. It can be seen when the teacher asked about "why did he have scar in his hand?" they cannot answer this

question. The students also still have difficulties in identifying the meaning of several words.<sup>4</sup>

#### 4) The fourth observation

In this observation session, the researcher observed Ms. W class who taught about reading narrative text in the second meeting. The researcher looked at the teacher's lesson plan about the objectives of the study and the lesson material to identify whether the multimedia learning material is appropriate with the objectives of the study. The researcher presents it in the table below:

**Table 4.4**

### Materials and Objectives of the Study in the Fourth Observation

No	Objectives of The Study	Multimedia Learning Material
1.	Students are able to identify general information in simple narrative text in the form of folktale.	The teacher reviewed the material with gave the students several questions about general information of crying stone story in a piece of paper, then the students watch the crying stone story in the power point slide while they answer the questions.
2.	Students are able to find explicit information from the text narrative in the form of folktale.	The teacher asked the students to answer the questions after they discussed with their friends about general information of crying stone story.

<sup>4</sup> Observe the teacher on Thursday, May 14, 2015 at 09.00 am



Based on the table above, the objectives of the study are appropriate with the multimedia learning material. For example: The teacher asked the students to answer the questions orally about general information of crying stone story. It is in line with the objectives of the study which students are able to find explicit information from the text narrative in the form of folktale.

The activities of the multimedia learning in this meeting are: in the beginning of the lesson the teacher reviewed the previous material first. However, there are six students who joked with their friends loudly. They do not give attention to the teacher. However, when the teacher asked to the six students who joked with their friends, they can not answer the teacher's questions. Two of them answered the question with Indonesian language and sometimes they used English with mispronunciation. After that, the teacher showed the power point about crying stone. Then, the teacher gave them a piece of paper which consists of questions about general information of crying stone. There are ten students forgot about the story. It can be seen when the teacher gave them a question orally "where did this story take place?" They forgot about it. The students also still have difficulties in the meaning of several words.

### 5) Conclusion of the observations for this principle

In this principle, the researcher found that the two teachers implemented the multimedia learning materials which are appropriate with the objectives and the learning materials. On the other hand, the researcher found that the students still have difficulties in structure of the text, meaning of the words, sometimes they forgot about the story, mispronunciation, and structure of sentence. Quarters of the students still do bad behavior in the class such as joked with their friends, and hide their face. It means that the teachers less incorporate the multimedia into the teaching instruction.

**b. Does the teacher provide explanation of a concept?**

In order to identify whether the teacher provides explanation of a concept, the researcher observed the teacher's activity during teaching learning process in the class.

1) First observation

In the first observation, the researcher found that the first teacher in A class explained about the concept of the material first in the beginning of the learning process. The teacher explained the concept of narrative text by showing the students slide presentations. The next is the teacher asked the students with several questions which related to

the concept, such as the definition, generic structure, the function, and the language features of narrative text.

During the teacher explained about the concept, it looked like the teacher ignored the student-center system. In the teaching and learning process the teacher did not give the students any activities to make they gave attention to the material. It can be seen several students talked with their friends. There are twenty nine students in this class. However, one quarter of them still talked with their friends during the teacher explained about the concept.

Moreover, after the teacher explained about the concept, she asked to the students about it, such as what is the social function of narrative text, and the language features. However, a half of them active to answer the teacher's questions, the other students still silent.

## 2) Second observation

In this session, the researcher observed the second teacher in B class. The second teacher gave explanation of a concept in the beginning of the lesson. The teacher gave explanation of a concept of narrative text through slide presentation about narrative text. The slide presentation consists of what is narrative, the function, the generic structure and the language features.

### 3) Third Observation

During the teacher explained about the concept, still there are little students who talked with their friends loudly, sat improper manner. Beside that, most of them sat well and gave attention to the teacher. The teacher involved the students in doing and thinking about the concept. It can be seen when the teacher asked them about the concept. The teacher

not only explained the concept by herself, but also ordered the students to think about it. Beside that, the teacher just sat down in front of the computer, and there are many students less active during the teacher asked the students about the concept.

#### 4) Fourth observation

In the fourth observation, the researcher observed Ms. W in B class. This is the second meeting in teaching reading narrative text in this class. In this meeting, the teacher also explained about the concept with showing the resume of the definition, and the structure of the narrative text.

During the teacher explained about the concept, the students are more give attention than the previous meeting. Most of them answered the teacher questions. Although they still have mistakes in their grammar and often used their first language. However, the students less gave attention to the teacher. It can be seen through there are two students who hide their head and two students looked outside to the window, and there are six students talked with their friends.

### 5) Conclusion of the observations for this principle

Based on the observations for this principle, the researcher found that the teachers explained about a concept of narrative text using power point presentation in the beginning of the lesson. However, the teachers'











## 2) Second Observation

In this observation, the second teacher asked the students to find the structure of the text, and moral value in a group which consist of four students. Those activities make they find out the answers by themselves. However, same with the previous class, the students still have difficulties to identify structure of the text, they also did not understand about the several meaning of the words.

### 3) Third Observation

In the third observation, the teacher used multimedia learning to give students several questions about general information of malin kundang. They answered the questions by themselves orally. Therefore, teacher gave opportunity to the students to do exploration. Just a quarter of students, who are active to answer the teacher questions, although they often have mistakes in grammar, and used their first language. The teacher also gave special questions for the students in the back who just silent during the teacher asked question. However, they cannot answer the teacher questions.

#### 4) Fourth Observation

In the fourth observation, the teacher used multimedia learning to ask about the general information of crying stone. The students answered the general information of the crying stone by themselves. The teacher

gave a piece of paper which consists of the general information about crying stone. It lets the students to do exploration. The researcher found that the students often have mistakes in the structure of the sentence.

### 5) Conclusion of the observations for this principle

The conclusion for this principle is the teachers let the students to do exploration. They asked the students to find out the structure of the text, the moral value, and the general information of the text by themselves. Beside that, the researcher found that the students still have mistakes in identifying the structure of the text, sometimes they forgot about the story, and still have mistakes in the sentence structure.

**e. Does the Multimedia Learning Material Fulfill the Material in the Right Size, Accuracy, and Clarity?**

In this principle, the researcher looked at the multimedia learning material which produced by the teacher. It is power point presentation. The multimedia learning material fulfills the material in the right size, accuracy, and clarity in order to avoid misunderstanding about the definition about something which explained by multimedia learning material.

### 1) First Observation

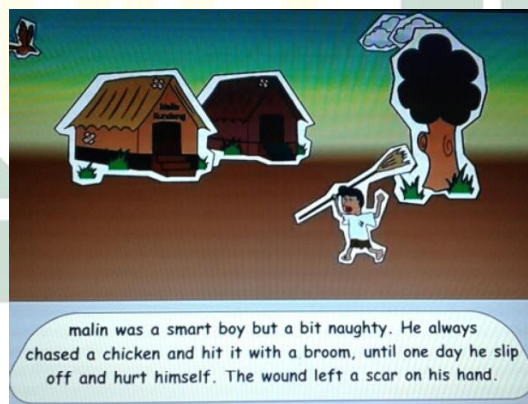
In the first observation in Miss. N class, the researcher found that the pictures in the multimedia learning material are appropriate with the right size, accuracy, and clarity. In the picture there are stones, house,





### 3) Third Observation

In the third observation, the researcher observed Ms. N in A class. In this meeting, the teacher showed malin kundang story in the form of animation video. The researcher found that the animation video contains right size, accuracy, and clarity. There is a boy called malin kundang, there are two houses with the grass beside the house; there is a tree and grass in front the house, and the land also similar with the real objects. The shapes of the broom, the bird, and the cloud are also similar with the real things. It can be seen through the screen shoot of the animation video below:



**Picture 4.4** Malin Kundang Animation video

Related to the video animation above, Most of the students gave attention to the power points but they did not take a note about the important information in the story. There are three students to move from their desk and talked with their friends and sat improper manner.









## 2) Second Observation

In this session, the researcher also found which the multimedia learning tools are not sharp and they arranged neatly. In this school, there are television, LCD projector and speaker in every class. They put in the permanent place. Therefore, the teachers do not need to bring it and to set again before teaching.

### 3) Third Observation

In the third observation, the researcher observed the same teacher and the same class. Therefore, the multimedia learning materials, such as television, LCD projector, and speaker are arranged neatly in the permanent position.

#### 4) Fourth Observation

In the fourth Observation, the researcher observed B class and the researcher found which the multimedia learning tools arranged neatly in their position. There is not cable or something which make the teacher or the students harm to use it.

### 5) Conclusion of the observations for this principle

The multimedia learning tools are not harmful for the learners or the teachers. There is a television, laptop, LCD projector, and speaker. They do not sharp, and they are arranged neatly. All of the multimedia tools are put in the right place and there is a case for each multimedia

learning tool. There are not cable or something which dangerous for the students and the teachers.

**g. Does the Teacher Apply the Multimedia Learning Tools Based on the Learning Material Stages?**

The meaning of this principle is the teacher does not show multimedia learning in the teaching learning process all at once, but based on the learning material stages in the lesson plan.<sup>11</sup>

### 1) First Observation

In the first observation, the teacher did not apply multimedia learning based on the learning material stages in the lesson plan. The teacher repeated multimedia learning because the students still have mistake in their answer. It did not mention in the lesson plan. It happened because the situation and condition during teaching learning process. For example, in the end of the lesson, the first teacher showed the slide about the definition and characteristic again, because most of the students who still have mistakes when they analyzed the structure of narrative text in the malin kundang story. The teacher also can not make the students asked about the definition and characteristic of narrative text in the part questioning.

<sup>11</sup>Ibid, p.158

## 2) Second Observation

In the second observation, the researcher found which the teacher applied multimedia learning based on the learning material stage. The teacher showed the definition and characteristic of narrative text first, then show the story which belongs to narrative text. It is same with the lesson plan. The teacher did not do any repetition of multimedia learning material.

However, there are many students still have wrong to identify the structure of the text. The teacher also missed several stages in the lesson plan. For example, the teacher did not mention the activities which the students will do during this meeting in the beginning of the lesson. It is not in line with the teacher's lesson plan.

### 3) Third Observation

In the third observation, the researcher found which the teacher applied the multimedia learning material based on the stages in the lesson plan. The teacher showed about malin kundang story in the video animation, then asked the students to identify several general information about it. It is same with the teacher's lesson plan. However, the teacher cannot stimulate the students to ask about the text.

#### 4) Fourth Observation

In this observation, the researcher found which the teacher did not apply the multimedia learning material based on the stages in the lesson plan. The teacher repeated the story twice, because the students' request. In the lesson plan, there are not any stages will repeat. It happened because still there were students who have mistakes in their answer.

### 5) Conclusion of the observations for this principle

In this principle, the researcher found that the teachers did not teach based on the learning material stages in the lesson plan because of the condition in the class. The teachers repeated the material because the students still confused about it. Both of the teachers also missed the part of questioning which should stimulate students to ask about the material.

#### **h. Does Multimedia Learning is used as Part of the Learning Material, Not as a Distraction or Entertainment?**

### 1) First Observation

In the first observation, the teachers used multimedia learning as the part of the learning material. They used multimedia to support their teaching learning process. In this meeting, Multimedia learning is for showing the concept about narrative text, and showing malin kundang story. The teacher also made a task for students based on the slide

presentations which they have showed. Therefore, it is not just an entertainment or a distraction.

## 2) Second Observation

In the second observation, the teacher also used multimedia learning to support her teaching learning process. It is not just an entertainment or a distraction. She used multimedia learning material to showed and explain about the characteristics of narrative text. She also showed crying stone story to give students exercise about narrative text. The students identify structure of the text, language features, social function, and moral value from the story. Therefore, multimedia learning is a part of multimedia learning in teaching reading narrative text.

### 3) Third Observation

In the third observation, the first teacher in A class used multimedia to reviewed the material and to showed the animation video of malin kundang. The teacher used animation video to ask the students about the general information of the malin kundang story. Therefore, is used as part of the learning material, not as a distraction or entertainment.

#### 4) Fourth Observation

In this session, the researcher found which the second teacher in the B class also used multimedia learning material as the part in teaching



## 2) Second Observation

### 3) Third Observation

[illegible]

#### 4) Fourth Observation

### 5) Conclusion of the observations for this principle

[illegible]



less clear the students help the teachers to repair it. The other examples are the students helped the teachers to take the multimedia tools in their place, helped the teachers to turn on the LCD projector and plugged on the LCD projector cable to the teachers' laptop.

### j. Does Multimedia Learning Material Contain Positive Messages?

### 1) First Observation

In this session, the teachers showed the example of narrative text which contains positive messages, it is *malin kundang*. It has positive messages to obey and respect our parents. The teacher also showed the concept about narrative text which does not contain negative messages. It contains useful information related to narrative text. However, the teacher only used power point presentation during teaching learning process. It does not combine with the other programs.

## 2) Second Observation

In the second observation, the second teacher showed the slide presentations about *crying stone*. It has positive message to be diligent, obey and respect to our parents. The teacher also used slide presentation about narrative text which contains information about the characteristic of narrative text. Therefore, the multimedia learning material in reading narrative text contains positive messages.

The program which the teacher used is power point presentation. She used hand draw pictures to explain about crying stone story. She did not use any other programs.

### 3) Third Observation

In this meeting, the teacher showed about malin kundang story in the video animation. The teacher took the video animation from *you tube*. It can be seen through the author in the end of the story. The teacher used this video to ask several general information of malin kundang. The story contains of positive messages, such as don't be arrogant and respect to our parents. Therefore, the multimedia learning contains positive messages.

#### 4) Fourth Observation

This fourth observation is to observed B class. In this meeting, the teacher used multimedia learning to ask the students about general information of crying stone. This story contains of positive massages, such as must respect to our parents, and must be diligent children.

### 5) Conclusion of the observations for this principle

Based on the result of the observation above, the researcher concluded that the multimedia learning material contains positive messages, for example: order to obey and respect our parents. The

teacher also provided the concept about narrative text which contains useful information related to narrative text.

## 2. The Challenges Faced by The Teachers in Implementing Multimedia Computer Assisted Language Learning Programs in Reading Narrative Text Activities

In this research, the researcher determines to investigate the teachers' challenges through behavioral observation and interview to understand well the challenges faced by the teachers in implementing multimedia computer assisted language learning programs in reading narrative text activities. In this case, there are some challenges in implementing multimedia computer assisted language learning. They are teachers' skill, and software. The researcher described the teachers' challenges of those factors as follows:

### a. Teachers' Computer Competence

As the result of observation, the first teacher presented the malin kundang story with too many words in a slide. The second teacher showed the story about crying stone less clearly. There are several objects less clear. The students misunderstood about the pictures on the slide. The teachers also less gave variety of presentation which made the students critical thinking and active.

Moreover, based on the observation, the researcher found that more than a half of students still less gave attention to the multimedia learning material. The students do several bad behaviors in the class. Such as:

- 1) Talked with their friends
- 2) Did not look at the teachers and the materials or looked outside the class,
- 3) Sat improper manner
- 4) Hide their face

To find out why some students still do bad behavior although the teacher implemented the multimedia learning, the researcher did non formal interview with the students who did some bad behavior during teaching learning process. Several of them answered that the power points presentation is less interesting. They felt bored with the material.

In the teaching, learning process, the teachers act as facilitators, designers, guides and assistants. Therefore, teachers' technology competence should be enhanced.<sup>13</sup> However, based on the interview with the two teachers, they said that one of their challenges in implementing multimedia learning in reading narrative text is how to create the digital

<sup>13</sup>Tzu-Pu Wang, *The Difficulties and Challenges of Teachers' Integrating Computer Assisted Instruction into Teaching*, The Journal of Human Resource and Adult Learning Vol. 4, Num. 2, 2008.138

story and the explanation about the concept creatively to catch students' attention. The teachers also cannot create multimedia learning material with the other multimedia programs, such as macromedia flash player and movie maker except power points presentation and any kinds of Microsoft products.

Moreover, the researcher got the data with interview to the headmaster and the teacher. They said that the teachers should be able to develop multimedia learning material by themselves, because the teachers should follow the development of technology in the modern era.

### b. Teachers' Teaching Styles

In order to make teaching methods creative, innovative and lively, teachers' teaching techniques should be designed, planned, innovated, and evaluated.<sup>14</sup> Based on the result of observation, the researcher found which the teacher less creative, innovative, and lively. The teachers less make the students comfortable with the multimedia. The teacher did not provide varied means of representing information. It is indicated through their way in applying the multimedia into the narrative text and concept. They less gave the students a chance to became active and creative.

As a result, there are several students who still do bad behavior in the class or lack of motivation, they still have mistakes when the teacher

<sup>14</sup> Ibid, p.138

asked them to identify the structure of the text, structure of sentences, and they also lack of vocabulary. Moreover, sometimes they still forgot when the teacher asked them about general information of the text.

Moreover, the researcher found through non formal interview with the students did not respond with the material. There are four students who said that actually they do not like English and do not want to join the English lesson. In order to make the students enthusiastic with the material, the challenge encountered was the teacher had to create the English lesson especially reading narrative text creative, innovative, and lively.

### c. Students Competence

Based on the informal interview with the teachers, the first teacher said that many students did not have a course outside the school to support their English, especially in reading. Their English competence is still low, and just a little of them which enthusiastic with English. The second teacher said that average of the students also less enthusiastic with English. It can be seen through there are many students who did not do homework, their English input also still under the average of the score. Teaching these kinds of students is a challenge for the teachers.

**d. Teachers' Heavy Burden**

Based on the interview with both of the teacher, they should spend much time to integrate multimedia computer assisted language learning with the reading narrative text material. It needs more time than teach without multimedia computer assisted language learning programs, because they should take the pictures which related to the material from internet, then combine it with the text and sometimes give animation. The teacher had to design curriculums and revised teaching materials in to the multimedia learning materials to satisfy students' need. Therefore, the teachers' challenge is how to manage and spend their time to prepare the multimedia teaching material.

**e. Related Administrators' Emphasis**

After interviewing the two of teachers and the headmaster, the researcher found that this school gives hardware or multimedia tools for all of the materials, include reading narrative text material. On the other hand, based on the observation, the school did not have administrator which handle the development of teaching with multimedia. The teacher also did not have variety computer assisted language learning software on their computer. They have products from Microsoft, such as power point presentation.





organization. It always supports the availability of the facilities. The internet connection in the school is also good.

### c. Evaluation

Based on the result of interview with the teachers and the headmaster, the teachers and the headmaster do evaluation in every semester. It is to evaluate the teachers' work during the semester, and if there is a problem, they discuss how to solve several problems during teaching learning process.

#### d. Students' responsibility in take care and save multimedia tools

Based on the observations, the researcher found that the students have responsibility in take care and save multimedia. It can be seen through their behavior in the class. The students helped the teachers to repair the multimedia tools if there is a problem, such as the layout of the LCD projector is less clear. The students also helped the teacher to save multimedia in the right place after the teachers used it.

### **3. The Efforts to Overcome the Challenges in the Implementation of Multimedia Computer Assisted Language Learning Programs in Reading Narrative Text Activities**

To overcome the challenges above, the teachers also the headmaster should have efforts or suggestions in the implementation of multimedia

computer assisted language learning programs in reading narrative text activities. The teachers' efforts to overcome the challenges are:

- a. In order to improve the teachers' competence, the teachers should join seminar and training about how to implement multimedia computer assisted language learning material, especially seminar which related to multimedia to teach reading narrative text. They also can learn about how to implement multimedia computer assisted language learning material in teaching reading narrative text on the internet.
- b. Related to the one of the teachers' challenges about teachers' teaching style, the teachers should sharing with the other teachers or friends about how to teach multimedia computer assisted language learning material in teaching reading narrative text effectively. Moreover, teachers should do evaluation among the other teachers about the implementation of multimedia computer assisted language learning material in teaching reading narrative text.
- c. In connection with the challenge about the students' competence, the teachers should learn how to develop and motivate the students in order to make they can active and can follow the lesson well. The teachers also should have initiative to make variety of multimedia computer assisted language learning which appropriate with the teachers' competence in order to improve their critical thinking and active.

- d. In line with reduce teachers' burden and to enhance the effects of teaching, teachers should have contact with the computer programmer in order to discuss about how to create and manage multimedia computer assisted language learning in teaching reading narrative text. Teachers also should organize time well to prepare multimedia computer assisted language learning material in teaching reading narrative text.
- e. Related to administrators' Emphasis, teachers request school administrators' support and the government support in order to create the innovative and creative multimedia in teaching.

Beside the teachers' efforts to overcome the challenges in the implementation of multimedia computer assisted language learning programs in reading narrative text activities, the headmaster also has efforts or suggestions to overcome those challenges, they are:

- a. Provides training about how to implement multimedia computer assisted language learning.
- b. Do evaluation in every semester among the teachers.
- c. Develop and update multimedia tools.
- d. Do collaboration with the other institution to support the implementation of multimedia computer assisted language learning.

## B. Discussion

To have the same interpretation between the readers and the researcher toward the findings above, this part discuss those findings by reflecting on some theories related for each following questions:

## 1. The implementation of Multimedia Computer Assisted Language Learning Programs in reading narrative text activities

Recently, teachers' teaching task is growing more and more different from that of the traditional teaching. Teachers are not only instructors but also assistants to students' learning. Now teachers should try to inspire students' potentials, and give them chance of creative and critical thinking.<sup>15</sup> According to those statements, the researcher also found during the implementation of implementation of multimedia computer assisted language learning programs in reading narrative text, the teacher should give the students chance to become creative and critical thinking in order to make the students can follow the class effectively.

During the implementation of multimedia computer assisted language learning programs in reading narrative text activities, the researcher note that the teachers are less well in some common factors. They are:

<sup>15</sup>Tzu-Pu Wang, *The Difficulties and Challenges of Teachers' Integrating Computer Assisted Instruction into Teaching*, The Journal of Human Resource and Adult Learning Vol. 4, Num. 2, 2008, p.134





computer techniques and increase the opportunities of teachers' applying technology to teaching.<sup>21</sup>

Moreover, the school also provides special budget to support the implementation of multimedia computer assisted language learning. It is agreed with the statement which said that one of the factors which become the difficulties in the implementation of multimedia into teaching is the restrictiveness of budget source to develop and utilize the multimedia technology.<sup>22</sup>

b. The students responsibility

During the implementation of multimedia computer assisted language learning programs in reading narrative text activities, the researcher found the students have responsibility in take care and save multimedia tools. It is along with one of the principle of the implementation of multimedia learning in the teaching learning process which state that the students should have responsibility in the implementation of multimedia learning; in order to they can take care and save the multimedia tools again in the right place.<sup>23</sup>

<sup>21</sup> Tzu-Pu Wang, *The Difficulties and Challenges of Teachers' Integrating Computer Assisted Instruction into Teaching*, *The Journal of Human Resource and Adult Learning* Vol. 4, Num. 2, 2008.138

<sup>22</sup> Abdul Ghofur, *Pendidikan Dalam Tantangan Teknologi Multimedia*, The journal of Cakrawala Pendidikan TH XX, No.2, May 2001, p.93

<sup>23</sup> Prof. Dr. Munir, M.IT, *Multimedia Konsep dan Aplikasi dalam Pendidikan*. (Bandung: Alfa Beta, 2013), p.158

## 2. The Challenges Faced by The Teachers in Implementing Multimedia Computer Assisted Language Learning Programs in Reading Narrative Text Activities

According to the findings of this research, teachers face so many challenges in implementing multimedia computer assisted language learning programs in reading narrative text. The researcher found that the challenges are:

### a. Teachers' Computer Competence

Based on the findings above, the researcher found that the teachers' computer competence should be enhanced. The teacher less provided an effective power point presentation, for example the teacher used too many words in a slide and used less clear pictures. It cause the students feel bored, do bad behavior in the class and misunderstanding about the context. The teacher also just can make the multimedia learning from the product of Microsoft. It is in line with the statements:

“Teachers’ computer competences affect teaching effects. In the course of the process of teaching, teachers act as facilitators, designers, guides and assistants. So teachers’ technology competence should be enhanced. If the teachers are lack of competence, such as computer multimedia contents presented, systematic teaching models applied, and multimedia sources utilized, it is impossible for the teachers to integrate technology into teaching efficiently.”<sup>24</sup>

<sup>24</sup> Ibid, p.138





teachers' attitudes play an important part in teaching learning process.<sup>28</sup>

Implementing multimedia in teaching learning process have many advantages if the teachers can use the multimedia technology well, they can deal with the reading course more interestingly and the students are more active by comparison to the traditional teaching climate.<sup>29</sup> However, during the teachers' implementation of multimedia computer multimedia computer assisted language learning programs in reading narrative text, the researcher found that the teacher less well in implementing the advantages of the multimedia. It can be seen through the students respond and the students result. The students are less active, and they still have mistakes when they identified the structure of the text and general information.

Moreover, if teachers just sit in front of the computer to deliver the lesson, especially in the large classroom, it is impossible for the teacher to ask each student to answer questions or deliver a presentation.<sup>30</sup> This statement is agreed with the result of this research, because the researcher found that the teachers were standing up when they explained about the concept. It makes the students less give attention and less

<sup>28</sup> Tzu-Pu Wang, *The Difficulties and Challenges of Teachers' Integrating Computer Assisted Instruction into Teaching*, The Journal of Human Resource and Adult Learning Vol. 4, Num. 2, 2008, p. 138

<sup>29</sup> Liming Han, *The Advantages and The Problems of Multimedia-aided English Reading Instruction*, Journal of Language Teaching and Research, Vol. 1, No.3, May 2010, p.322

<sup>30</sup> Ibid, p.322







develop the multimedia into teaching material without administrator's sufficient support.

### 3. The Efforts to Overcome the Challenges in the Implementation of Multimedia Computer Assisted Language Learning Programs in Reading Narrative Text Activities

Strategy which appropriate with concept and principle of technology in education is important, in order to make multimedia can give benefit optimally in improving the quality and productivity of education.<sup>41</sup> Related to that statement, the teachers' efforts to overcome the challenges in the implementation of multimedia computer assisted language learning programs in reading narrative text activities are important. Moreover, it can be more effective when the headmaster or the school also support it.

The researcher found that the teachers' effort in this school to overcome the challenges in the implementation of multimedia computer assisted language learning programs in reading narrative text activities are:

- a. The teachers join seminar or training about how to implement multimedia computer assisted language learning material, especially seminar which related to multimedia to teach reading narrative text. It is along with the statement in the age of integrating technology into teaching, the teachers' task is both difficult and challengeable, therefore

<sup>41</sup> Abdul Ghofur, *Pendidikan Dalam Tantangan Teknologi Multimedia*, The journal of Cakrawala Pendidikan TH XX, No.2, May 2001, p.93





- 7) Develop teachers' skills in learning how to learn (define learning objectives, plan and evaluate learning strategies, monitor progress, and adjust as needed).
  - 8) Promote cooperative and collaborative learning.
  - 9) Be sensitive to the culture and diversity of teachers as learners, using a multifaceted approach to respond to different learning styles, opportunities, environments, and starting points.
  - 10) Enable learning independent of time and place (anytime, anywhere learning).<sup>43</sup>
- b. The teachers should share and do evaluation with the other teachers or friends about how to teach multimedia computer assisted language learning material in teaching reading narrative text effectively. It is along with the statement the teacher should join a community of teachers. This may be one person in the same school, 25 teachers in surrounding schools, or a huge network of teachers online around the world sharing their experiences, frustrations, lesson plans, encouragement, problems, and solutions.<sup>44</sup> Moreover, reflect on teacher teaching practices. Teacher are going down the wrong road, technology will get teacher there faster. Look for ways that technology

<sup>43</sup>Sam Carlson, CheickTidiane Gadio, *Teacher Professional Development in The Use of Technology*, ([www.ictedtoolkit.org/.../08.pdf](http://www.ictedtoolkit.org/.../08.pdf), accessed on July 20, 2015)

<sup>44</sup> *ibid*



can help to catalyze pedagogical reform toward more student-centered, interactive, constructivist learning as opposed to traditional methods of “chalk and talk,” teacher-oriented, one-way instruction, which is defined in part by the limited resources at hand.<sup>45</sup>

