CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

In this chapter the researcher presents the research finding and discussion of the research. In findings part, the researcher describes the data results. While in discussion, the researcher deduces the findings about teachers' challenges in implementing multimedia computer assisted language learning in reading narrative text activities.

A. Research Findings

The researcher has conducted the research from May 4th – June 30th, 2015 through the techniques of collecting data as stated in the research method. The data collected were dedicated to answer the research questions as follows:

- How is 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?
- 2. What are the challenges faced by the teachers in implementing multimedia Computer Assisted Language Learning programs in reading narrative text activities?

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.¹ The researcher also combined those ten criteria with the condition in the class which bringing on teacher challenges.

¹ Prof. Dr. Munir, M.IT, *Multimedia Konse pdan Aplikasi dalam Pendidikan*. (Bandung: Alfa Beta, 2013), p.157-158

a. Does the multimedia learning material appropriate with the objectives of the study?

1) The first observation

In the first observation, the researcher observed Ms. N in A class who taught about reading narrative text in the first meeting. There are two meetings to teach reading narrative text, each meeting is 45 minutes. In this school, English subject are 90 minutes per week. Although the lesson plan is focused on reading narrative, there are integrative skills in the lesson plan which consists of listening, speaking and writing.

We can see whether the multimedia learning material appropriate with the objectives of the study through the teacher lesson plan when the teacher taught reading narrative text in the first meeting. The researcher shows it in this table:

Table 4.1

Materials and Objectives of the Study in the First Observation

No	Objectives of The Study	Multimedia Learning Material
1.	Students are able to identify social functions, text structure, language features	The teacher asked the students to watch the malin kundang story
2.	in simple narrative text in the form of folktale.	The teacher asked the students to make a group which consist of two students.
3.		The teacher asked the students identify the text structure in

		the text with discuss in their group.
4.	Students are able to find implicit information from the text narrative in the form of folktale.	The teacher asked the students to identify moral value from the text.

Based on the table above, we can see that the multimedia learning material is appropriate with the objectives of the study. For example: the multimedia learning material is the teacher asked the students to identify the structure of the text in the power point individually, the teacher asked the students to make a group which consist of two students, and the teacher asked the students identify the language features and the social functions in the text with discuss in their group. It is appropriate with the objectives of the study which students are able to identify social functions, text structure, language features in simple narrative text in the form of legend.

Beside that, after implementing the multimedia learning, the teacher gave another narrative text to the students, and then they are required to identify the structure of the text with their group. As a result, it is found that the majority of the students got difficulties in determining structure of the text. It is indicated from the students' result in identifying the structure of the text.²

2) The second observation

The researcher observed Ms. Win class B in the second observation who taught about reading narrative text in the first meeting. In order to observed whether the multimedia learning material appropriate with the objectives of the study, the researcher saw the teacher lesson plan in teaching reading narrative text in the first meeting. It can be seen through the table below:

Table 4.2

Materials and Objectives of the Study in the Second Observation

No	Objectives of the Study	Multimedia Learning Material
1	Students are able to identify social functions, text structure, language features in simple	The teacher explained about social functions, text structure, and language features in simple narrative text in the form of folktale on the power point.
2	narrative text in the form of folktale.	The teacher asked the students to make a group which consist of four students.
3		The teacher asked the students to identify the structure of the text, with rearrange the story with discuss in their group.
4	Students are able to find implicit information from the text narrative in the form of folktale.	The teacher asked the students to identify moral value from the text.

² Observe the teacher on Monday, May 11, 2015 at 09.00 am

Based on the table above, it can be seen that the multimedia learning material is appropriate with the objectives of the study. For example: The teacher explained about social functions, text structure, and language features in simple narrative text in the form of folktale on the power point, and then asked the students to make a group which consist of four students in each group to discuss with their friends about the structure of the text. It is in line with the objectives of the study that the students are able to identify social functions, text structure, language features in simple narrative text in the form of legend.

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.³

3) The third observation

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:

³ Observe the teacher on Tuesday, May 12, 2015 at 09.00 am

Table 4.3

No	Objectives of The Study	Multimedia Learning Material
1.	identify general information in simple	material with asked the
2.	Students are able to find explicit information from the text narrative in the form of folktale.	students to answer the

Materials and Objectives of the Study in the Third Observation

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 backforgot 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.⁴

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.

⁴ 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 teacherin 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. In this meeting, the teacher explained of concepts in front of the class, only oral lecture method is the dominating method during the teacher explained about concept. The teacher did not give a chance to the students to communicate or interact with the others. After that, the teacher asked to the students about narrative text such as, the social function of narrative text, the language features and the structure of the text. However, the students in the back did not respond what the teacher questions. Just a quarter of them who active and can answer the questions, although sometimes they answered with their first language.

3) Third Observation

In the third observation, the researcher observed A class who were taught by Ms. N. In the third observation, Ms. N taught about reading narrative text in second meeting. The teacher reviewed the concept in the previous meeting about narrative text in the beginning of the lesson. She reviewed the concept with showing slide presentation at glance. It is to remember students about narrative text.

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' explanations mainly consist of simple oral presentation, during they explained about a concept; they just stand up in front of the class and sat down in front of the computer, and they did not give students a chance to communicate or interact with the others. Teaching method during they explained about a concept are not learner-centered.

Moreover, the conditions of the students during the teacher explained about a concept are less active. Just about a quarter of them are active to answer the teachers' questions correctly, although they still have mistakes in their pronunciation or even used their first language.

c. Does the multimedia learning material motivate students' creativity?

In term to identify whether the multimedia learning material motivates students' creativity, the researcher looked at the teachers' activity and found out the meaning of motivate and creative. One of the most difficult aspects of becoming a teacher is learning how to motivate students. ⁵ The meaning of motivate is make someone feel determined to do something or enthusiastic about doing it.⁶ Moreover, the meaning of creative is relating

⁵Teach.com, "Teach Make a Different" *Motivating Students*, (<u>http://teach.com/what/teacher-change-lives/teachers-motivate</u>, accessed on July 17, 2015)

⁶ Macmillan dictionary, *motivate*, (<u>http://www.macmillandictionary.com/dictionary/british/motivate</u>, accessed on July 16, 2015)

to or involving the use of the imagination or original ideas to create something.⁷

1) First Observation

In the first observation, the researcher observed Ms. N in A class. The researcher did not found the materials which made students creative. In this first meeting in teaching reading narrative text, the teacher just ordered the students to identify social functions, text structure, language features in *Malin Kundang* story. This meeting is to introduce what is narrative text. Therefore, there was not activity to make students created something.

2) Second Observation

In this session, the researcher observed Ms. W in B class. In this meeting the researcher also did not found any activities to make students creative. This meeting is to introduce the definition and the characteristics of narrative text. It is about social functions, text structure, language features in crying stone story. The students did not create anything or produce something, because they just identifying the characters of narrative text.

⁷ Oxford dictionaries, *Creative*, (<u>http://www.oxforddictionaries.com/definiton/english/creative</u>, accessed on July 10, 2015)

3) Third Observation

In this third observation, the researcher observed A class which studied reading narrative text in the second meeting. In this meeting, the teacher did not motivated students' creativity because the teacher just asked them to identify general information in the text. On the other hand, in the last session of the class, the teacher gave homework to the students to create a drama based on the Malin Kundang story. Each group consists of four students. There are moderator, malin's mother, malin kundang, and malin's wife. Before the end of the class, they discuss with their group to do gradually drama text.

4) Fourth Observation

In this meeting, the second teacher in B class did not let the students to do some creative activities, she just asked the students to identify the general information in the text. Beside that, the teacher gave homework to the students to rewrite the crying stone story in the different style. It is belongs to creative writing, because one of the kinds of creative writing is rewrite the story in a different form.⁸

5) Conclusion of the observations for this principle

Based on the four observations above, the researcher concluded that the teacher did not make the students enthusiastic or feel determined to

⁸ BBC, "Creative Writing" *Recreations Of Original Text*

⁽shttp://www.bbc.co.uk/schools/gcsebitesize/english/creativewriting/recreationsrev1.shtml, accessed on July 08, 2015)

do create something with their imagination during two meetings in teaching reading narrative text. The teachers just let the students to answer the questions which the teachers gave. However, both of the teachers gave the students homework for next meeting which can motivate their creativity. The first teacher asked the students to make drama which consist of four students. It encourages the students to use their imagination to create something new. The second teacher gave the students homework to re-write the story. It is one of the kinds of creative writing.⁹

d. Does the Teacher Provide the Opportunity to Do Exploration?

In this principle, whether the teacher provides the opportunity to the students to do exploration or find information by themselves.

1) First Observation

In the teaching learning process, the first teacher asked the students to identify the structure of the text, and moral value in the text with discuss in a group which consist of two students. They find those answers by themselves. It lets the students to do exploration. On the other hand, in the process of to do exploration, the students still have difficulties in identifying the structure of the text; still have difficulties in the meaning of several words, sometimes they also have mistakes in the sentence structure.

9 Ibid.

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 appropriates with the right size, accuracy, and clarity. In the picture there are stones, house,

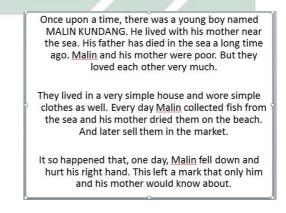
boat, sea, clouds, sands, malin kundang and his mother. The scales of the shapes are appropriate with the real condition.

It can be seen through this picture below, it is taken from the teachers' multimedia learning material.



Picture 4.1 Malin Kundang story

The teacher also provided the stories which are same with the common stories. The teachers did not change contains of the stories. It is to avoid misunderstanding about concepts. However, the teacher used too many words in a slide presentation. The researcher showed through this screenshot below:



Picture 4.2 Malin Kundang Subtitle

2) Second Observation

In the second observation, the researcher observed Ms. W class in second meeting taught reading narrative text. The researcher looked the teachers' power point presentation. The product of the second teacher is less appropriates with the right size, accuracy, and clarity. It is because the teacher used hand drawing pictures. The objects in the pictures are less clear. It can be seen from the pictures below:



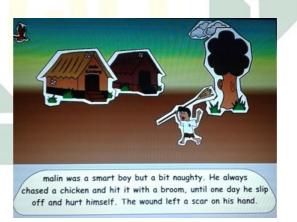
Picture 4.3 Crying Stone Story

The picture above shows about mother who shocked because the dining room is very dirty. There are plates, bowl, vegetables, and the meals on the table, and also there are plates under the table. It is less clear.

Moreover, related to the picture above, there are some students asked to teacher used about the pictures with their first language, for example "*opo iku maam*?" They rarely used English when asked questions to the teacher.

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, andthe 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.

4) Fourth Observation

In the fourth observation, the researcher found which Ms. W used the previous multimedia learning material. The teacher showed the story about crying stone with the same power point. The story consists of the hand drawing with less clear pictures. The researcher showed the other example of the pictures below:



Picture 4.5 Crying Stone Story

The picture actually shows about mother who carried basket behind the girl. They walk down the hill. There is a tree and the flower with butterfly. The basket and the butterfly are less clear. This condition made the students misunderstanding about the meaning of the pictures because there are some objects which did not clear enough.

5) Conclusion of the observations for this principle

As the result of the observations, the first teacher provided the pictures in the multimedia learning material are appropriates with the right size, accuracy, and clarity. However, the teacher used too many words in one slide. In the second meeting in teaching reading narrative text, the teacher provided video animation which taken from *you tube*.

The second teacher used less appropriates with the right size, accuracy, and clarity. It is because the teacher used hand drawing pictures. The objects in the pictures are less clear. It makes the students misunderstanding about the pictures.

f. Is the Multimedia Learning Tools are Not Harmful for the Learners or the Teachers?

In this principle, is the multimedia learning tools are not harmful for the learners or teachers? It means the multimedia learning tools do not contain danger chemical for health, or the multimedia learning is sharp and dangerous.¹⁰

1) First Observation

In the first observation, the researcher looked for the multimedia facilities first in the class. 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. For example, television is put in front of the students above the whiteboard with the case.

¹⁰Prof. Dr. Munir, M.IT, Multimedia Konsep dan Aplikasi dalam Pendidikan. (Bandung: Alfa Beta, 2013), p.158

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.¹¹

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.

¹¹Ibid, 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

learning process. The teacher did not use multimedia learning material as distraction or just as entertainment. She used multimedia learning material to ask the students about general information in the crying stone story. Therefore, the position of multimedia is the part of teaching learning process, not as an entertainment or a distraction.

5) Conclusion of the observations for this principle

The researcher found that the teacher used multimedia learning material as the part of the learning material. They used multimedia to support their teaching learning process. The teacher used multimedia learning for explaining the concept about narrative text, showing malin kundang story and crying stone story, asking about moral value, and also for asking general information of the texts. Therefore, the position of multimedia is the part of teaching learning process, not as an entertainment or a distraction.

i. Do Students Have a Responsibility in the Implementation of Multimedia Learning?

The intention in this principle is whether the students have responsibility in the implementation of multimedia learning or no. In order to they can take care and save the multimedia tools again in the right place.¹²

1) First Observation

¹² Prof. Dr. Munir, M.IT, Multimedia Konsep dan Aplikasi dalam Pendidikan. (Bandung: Alfa Beta, 2013), p.158

In the first observation, there is a problem with LCD projector which less clearly because there are something wrong when the teacher pluck in the LCD cable to the laptop. Directly the students help the teacher to repair it. In the beginning of the lesson, some of the students helped the teacher to turn on the LCD projector, prepare the cable which connecting the LCD projector and the laptop, Therefore, based on the students behavior above, showed that the students have responsibility during the implementation of multimedia learning.

2) Second Observation

The researcher observed B class in the second observation. The researcher found which the students in this class also have responsibility in the implementation of multimedia learning material. There were two students who helped the teacher to prepare the multimedia learning. They helped the teacher to turn on the LCD projector, set the teacher's table in a good position, and help the teacher to connect LCD projector with the laptop.

3) Third Observation

In this third observation, the students help the teacher to set the multimedia learning material in the beginning of lesson. They helped the teacher to turn on the LCD projector and pluck in the LCD projector's cable to the laptop.

During teaching learning process, there is not problem with multimedia learning tools. The teacher also can operate the multimedia learning programs well. In the end of the lesson, the students also put the LCD projector's cable in its case, and help the teacher to bring laptop to the teachers' room. It showed which they have responsibility to take care and to save the multimedia learning tools.

4) Fourth Observation

This fourth observation, the researcher observed B class. In this meeting there is a problem with the teacher's laptop. It cannot connect to the LCD projector. There is one student who helped the teacher to repair it. The other students also helped the teacher to turn on the LCD projector and prepared the cable which connected the laptop and the LCD projector. In the end of the lesson, there are two students who helped the teacher to take the multimedia tools in their place. Therefore, we can say which the students had responsibility to take care and to save multimedia tools.

5) Conclusion of the observations for this principle

Based on the result of observations, the students had responsibility to take care and to save multimedia tools. It can be seen through their responsibility when the teacher had difficulties in applying multimedia tools, for example: when the layout on the LCD projector is 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 plucked 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 massages, it is *malin kundang*. It has positive massages to obey and respect our parents. The teacher also showed the concept about narrative text which does not contain negative massages. 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 massage 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 massages. 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 massages, such as don't be arrogant and respect to our parents. Therefore, the multimedia learning contains positive massages.

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 massages, 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
- 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 bed 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.¹³ However, based on the interview with the two teachers, they said thatone of their challenges in implementing multimedia learning in reading narrative text is how to create the digital

¹³Tzu-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.¹⁴ 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 bed behavior in the class or lack of motivation, they still have mistakes when the teacher

14 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.

The biggest challenge was lack of the principle's and the administrator's sufficient support. It was the one of the cause of teaching practice in CALL was not easy to set into action.

Here is the things which are not become the teachers' challenges:

a. Budget

After interviewing the teachers and the headmaster, the school provides special budget to develop and implement the multimedia learning material. The school spends budget to provide complete multimedia tools, such as Wi-Fi connection, LCD projector, laptop, speaker, and also television.

b. Hardware and Facilities

Based on the result of observation and interview, the researcher found that in this school, the teachers are not limited to access the multimedia tools. The school provides multimedia learning tools completely in every class. There are LCD projector, television, speaker and Wi-Fi access. The teacher also can use the laptop from the school every time when they need it.

The results of observation and interview have showed that the network in this school is good. The school has wide range of network. This school is the one of the foundation under the support of *Nahdhlatul Ulama* 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.¹⁵ 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:

¹⁵Tzu-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

a. How to make the class lively

The existing teacher-centered procedure tends to make the learners in to passive recipients of knowledge.¹⁶ It is in line with the result of this research. The researcher found that in explaining about the concept, the teachers did not give the students a chance to interact or communicate with the other students. It makes the students less active during the teacher explained about a concept.

b. How to integrate multimedia into the materials

Technology requires teachers who can integrate technology into the curriculum and use it to improve students learning.¹⁷ This statement agreed with the result of this study. The researcher found that the teachers less effective to integrate multimedia into the teaching material. They lack of conceptual framework, time, computer access, and support necessary to use technology effectively. It makes the students' input less well. Teachers will produce good output if they used educational media in the teaching learning process, it also support the lesson will be learn.¹⁸ That statement is not agreed with the result of the study. In this research, the teachers are less maximal in integrating multimedia programs into the

¹⁶Zainudin Khan, *Teaching Reading Skills: Problems & Suggestions*, Journal of Research (Faculty of Languages & Islamic Studies) 2004 Vol.5, p.43

¹⁷ Sam Carlson, CheickTidiane Gadio, *Teacher Professional Development in The Use of Technology*, (<u>www.ictedtoolkit.org/../08.pdf</u>, accessed on July 20, 2015)

¹⁸ Nandi, S.Pd, *Penggunaan Multimedia Interaktif pada Pembelajaran Geografi di Sekolah*, The Journal of "GEA" Jurusan pendidikan geografi Vol. 6, No.1, April 2006, p.2

teaching material. It is in line with the statement which said that computers cannot replace teachers-teachers are the key to whether technology is used appropriately and effectively.¹⁹

Moreover, the teacher should be trained to master the latest multimedia technology, especially for many senior teachers because most of them have been used to the teaching model and did not master the instruction technology.²⁰ It is in line with the result. The English teachers in this school are not a new teacher. They are senior teachers. However, they less incorporate the material with the instruction of multimedia.

Beside of those negative factors during the implementation of multimedia computer assisted language learning in reading narrative activities, the researcher found there are positive factors which support it. They are:

a. The facilities

The school provides the facilities which support the implementation of multimedia. There is a LCD projector, a television, and a speaker in every class. The teachers also can use laptop every time they need. It is in line with the statement which said that adequate computer facilities can facilitate teachers to use

¹⁹Sam Carlson, CheickTidiane Gadio, *Teacher Professional Development in The Use of Technology*, (<u>www.ictedtoolkit.org/../08.pdf</u>, accessed on July 20, 2015)

²⁰ Liming Han, *The Advantages and The Problems of Multimedia-aided English Reading Instruction*, Journal of Laanguage Teaching and Research, Vol. 1, No.3, May 2010, p.322

computer techniques and increase the opportunities of teachers' applying technology to teaching.²¹

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.²²

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.²³

²¹ 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

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

²³ 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."²⁴

²⁴ Ibid, p.138

Therefore, how to improve the teachers' computer competence is become one of the challenges for the teacher to make the class run effectively.

In addition to those statements above, along with the teacher professional development is absolutely essential if the school provides multimedia tools or technology.²⁵ Therefore, the teacher also should follow the development of the technology with improve their professionalism in implementing technology into their teaching. Computers can not replace teachers-teachers are the key to whether technology is used appropriately and effectively.²⁶

b. Teachers' Teaching Styles

There are internal and external factors which become the source of the challenges in implementing multimedia into teaching material. The internal factors are the multimedia tools, budget, and the sources. The external factors are about the development of inhabitant, the development of science and technology which force the improvement of the best quality of human resource. ²⁷ According to those statements,

²⁵ Sam Carlson, CheickTidiane Gadio, Teacher Professional Development in The Use of Technology, (www.ictedtoolkit.org/../08.pdf, accessed on July 20, 2015) ²⁶ Ibid,

²⁷Nandi, S.Pd, Penggunaan Multimedia Interaktif pada Pembelajaran Geografi di Sekolah, The Journal of "GEA" Jurusan pendidikan geografi Vol. 6, No.1, April 2006, p.2

teachers' attitudes play an important part in teaching learning process.²⁸ 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.²⁹ 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.³⁰ 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

²⁸ 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

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

active. Therefore, the teachers' attitudes influence teaching and learning effect of the students. In addition, designing and implementing successful teacher professional development programs in the application of technology is not easy. There are more cases of inadequate and ineffective implementation than there are success stories about it.³¹

In order to help students become comfortable with multimedia; it is useful to incorporate it into the teachers' instruction. Providing varied means of representing information can help improve students' access to complex text.³² According to those statements, the teachers challenge is how to incorporate the multimedia into the teaching instruction. Based on the interview and the observation, the teachers still have difficulties to do it.

c. Students' Competence

Those factors which make reading uneasy or difficult for the learners are vocabulary, structure of sentences, and background knowledge of the students.³³ The researcher found that during the teaching learning process, the students have difficulties in reading because they did not

³¹ Sam Carlson, CheickTidiane Gadio, *Teacher Professional Development in The Use of Technology*, (www.ictedtoolkit.org/../08.pdf, accessed on July 20, 2015)

³²Alise Brann, Tracy Gray, Judy Zorfass, "Helping Struggling Readers" Using Multimedia to Support Reading Instruction, (http://www.readingrocket.org/article/using-multimedia-support-readinginstruction, accessed on July 18, 2015)

³³Zainudin Khan, *Teaching Reading Skills: Problems & Suggestions*, Journal of Research (Faculty of Languages & Islamic Studies) 2004 Vol.5, p.43

know the meaning of the words, and the structure of the sentences and it is not about their background knowledge. Learners' background knowledge plays an important role in the comprehension of a text.³⁴ Actually, the teachers provided the story which they understand, it can be seen when the teacher asked about the story in Indonesian, such as malin kundang and crying stone. They understood about the story. On the other hand, they still have difficulties in reading narrative text because they lack of vocabulary and structure of the sentences. It causes their reading comprehension less well.

Moreover, based on the non-formal interview with the students who less give attention to the teacher, they said that they feel bored, and actually they do not like English. It is indicate that they lack of motivation.³⁵ Lack of motivation is a real and pressing problem.³⁶ Students who are bored or inattentive or who put little effort to school work are unlikely to benefit from better standards, curriculum, and instruction unless schools, teachers, and parents take steps to address their lack of motivation.³⁷ Therefore, the teachers' challenge is about

³⁴ Liming Han, *The Advantages and The Problems of Multimedia-aided English Reading Instruction*, Journal of Laanguage Teaching and Research, Vol. 1, No.3, May 2010, p.322

³⁵James Marshall Crotty, *Motivation Matters of High School Students Chronologically Disengaged from School*, (http://www.forbes.com/sites/ jamesmarshallcrotty/2013/03/13/ motivation-matters-40-of-high-school-students-chronoligacally-disangaged-from-school/, accessed on July 22, 2015)
³⁶Ibid,

³⁷ James Marshall Crotty, *Motivation Matters of High School Students Chronologically Disengaged from School*, (http://www.forbes.com/sites/ jamesmarshallcrotty/2013/03/13/ motivation-matters-40-of-high-school-students-chronoligacally-disangaged-from-school/, accessed on July 22, 2015)

how to improve their reading competence and how to arise their motivation.

d. Teachers' Heavy Burden

Before teaching, teachers should prepare to choose media which would be used correctly. Teacher should consider four factors in choosing media, they are: the objectives of the study, the appropriateness of media and material will be learn, the availability of tools and infrastructure, and the characteristic of the students.³⁸ According to those statements above, the teachers should have more time to prepare the multimedia with the material appropriately to satisfy students' need.

e. Related Administrators' Emphasis

The biggest problem of implementing multimedia into the teaching is lack of the principle's and the administrator's sufficient support.³⁹ According to the statements above, the researcher also found that the school was lack of human resources, because the school did not have administrator to manage and develop the multimedia into teaching material. It cause teaching with multimedia is not easy to set into action.⁴⁰ Therefore, the teachers challenge is how to manage and

³⁸ Andri, *Pemanfaatan Media Pembelajaran*, (http://libraskyandri.blogspot.in/2009/02/pemanfaatanmedia-pembelajaran.html , accessed on July 15, 2015)

 ³⁹ 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, 139
 ⁴⁰ Ibid, p.139

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.⁴¹ 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

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

teachers must take participate in related seminars, conferences activities and practical lessons to seek for professional members to solve difficult problems.⁴²

Moreover, the training programs should accomplish the following:

- Empower teachers to develop their knowledge and skills actively and experientially, in a variety of learning environments, both individual and collaborative.
- 2) Include a variety of learning strategies, encompassing direct instruction, deduction, discussion, drill andpractice, deduction, induction, and sharing.
- 3) Aim at higher-order thinking skills.
- Provide an authentic learning environment so that teachers engage in concrete tasks within realistic scenarios.
- Emphasize ways that technology can facilitate and enhance teachers' professional lives.
- 6) Encourage teachers to be mentors, tutors, and guides of the students' learning process (rather than simple presenters of knowledge and information).

 ⁴² 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, 140

- 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).⁴³
- 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.⁴⁴ Moreover, reflect on teacher teaching practices. Teacher are going down the wrong road, technology will get teacher there faster. Look for ways that technology

⁴⁴ ibid

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

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.⁴⁵

- c. Teachers should learn how to develop the students' motivation in order to make they can active and can follow the lesson well. It is in line with the statement students must be encouraged to learn to read as this would enhance their understanding of other subjects at school and life in general.⁴⁶
- d. 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.
- e. 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. It is in line with the statement teachers should have contact with the computer programmer close and then teachers with programmer and group leaders could maintain the operation and management of computer

⁴⁵Sam Carlson, CheickTidiane Gadio, *Teacher Professional Development in The Use of Technology*, (<u>www.ictedtoolkit.org/../08.pdf</u>, accessed on July 20, 2015)

⁴⁶Linda Mwanamukub, *Reading Difficulties in Grade Six Learners and Challenges Faced By Teachers in Teaching Reading: A Case Of Chadiza And Chipata Districts,* Zambia. The University Of Zambia, Lusaka2013, p.61

together such as e-learning campus, bulletin and discussion board, online test, and chat room.⁴⁷

f. Related to administrators' Emphasis, teachers request school administrators' support, the government support in order to create the innovative, creative multimedia in teaching. It is along with the biggest problem was lack of the principle's and the administrator's sufficient support.⁴⁸

 ⁴⁷ 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
 ⁴⁸ Ibid, p.138