MULTIMEDIA-BASED TRAINING TO IMPROVE UNDERSTANDING OF ENGLISH FOR SPECIAL WORK EXCHANGE PREPARATION PARTICIPANTS

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Abstract

This study aims to determine the use of multimedia in learning English for students. The use of multimedia should be able to meet the needs of the students and can make the students easier to understand the questions during the selection and preparation of SPECIAL JOB EXCHANGE . This research uses descriptive qualitative research. Data collection techniques used observation, interview, and documentation. The results of this study are (1) Design English language learning by using multimedia created by the teacher aims to help the learning process of students either short term or longterm (2) the implementation of multimedia can be done well. It can be seen from the active learning in the learning activity, (3) the attitude of the students in achieving the acceptance of the learning materials by utilizing the multimedia based on the observation is that the students become more interested and feel happy in learning activities, is active, and enthusiastic, It can be concluded that the use of multimedia in teaching and learning English for the selection of participants Special Job Exchange goes well because it can make the students to improve motivation so that students become enthusiastic in the process of learning to Keywords: The utilization of multimedia, learning english, acquisition of learning.

Keywords: training, multimedia, special work

Abstrak

Penelitian ini bertujuan untuk mengetahui penggunaan multimedia dalam pembelajaran Bahasa Inggris bagi siswa. Penggunaan multimedia diharapkan dapat memenuhi kebutuhan siswa dan memudahkan siswa dalam memahami soal-soal selama seleksi dan persiapan untuk pertukaran pekerjaan khusus. Penelitian ini menggunakan metode penelitian deskriptif kualitatif. Teknik pengumpulan data yang digunakan adalah observasi, wawancara, dan dokumentasi. Hasil penelitian ini adalah (1) Desain pembelajaran Bahasa Inggris dengan menggunakan multimedia yang dibuat oleh guru bertujuan untuk membantu proses pembelajaran siswa baik dalam jangka pendek maupun jangka panjang, (2) Implementasi multimedia dapat dilakukan dengan baik. Hal ini terlihat dari aktifnya siswa dalam kegiatan pembelajaran, (3) Sikap siswa dalam mencapai pemahaman materi pembelajaran dengan memanfaatkan multimedia berdasarkan observasi adalah bahwa siswa menjadi lebih tertarik dan merasa senang dalam kegiatan pembelajaran, aktif, dan antusias. Dapat disimpulkan bahwa penggunaan multimedia dalam pembelajaran Bahasa Inggris untuk seleksi peserta pertukaran pekerjaan khusus berjalan dengan baik karena dapat meningkatkan motivasi siswa sehingga siswa menjadi antusias dalam proses pembelajaran.

Kata kunci: Pelatihan, multimedia, pekerjaan khusus

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INTRODUCTION

In today's industrial world, the role of communication is very important, the era of advances in science and technology has opened up more opportunities to communicate internationally. In

this case, English is one of them. Increasing competitiveness and competitive advantage from all sectors requires humans to have increasingly qualified abilities, both in the fields of Human Resources (HR), science and technology, so that humans are able to survive in their lives. Only human resources with high quality will win in the fierce competition of life. One of the tools that must be mastered in facing the era of globalization is the ability to understand English which is of course very necessary in the industrial world.

English is one of the subjects included in the school curriculum, from elementary school to high school equivalent, there is even an introduction starting from Kindergarten. However, the results of the learning have not been able to achieve as expected, this is because there are still many high school graduates and the equivalent who have not been able to understand let alone communicate in English, so that when they take the selection test to enter the world of work, it becomes a big obstacle so many who failed, especially in the English test.

According to Richard and Rodger (1986), many people in various countries use English as a means of communication in various important meetings at the international level. Mastery of English is very important because almost all global information in various aspects of life uses English.

Crystal (2000:1) states that English is a global language. This statement represents the meaning that English is used by various nations to communicate with other nations around the world. English is one of the provisions of knowledge to enter the world of work, however, the ability to understand English for prospective workers is still not as expected, and the impact is that many prospective workers are constrained by this, as a result there are many prospective workers. not accepted when the entrance test is carried out in the industrial world. The factor that causes obstacles in mastering English is that these prospective workers think that English lessons have a high level of difficulty and understanding so that they are difficult to understand, especially English related to the industrial world. For this reason, training is needed that is in accordance with the conditions of these prospective workers, where they need knowledge, especially English language training related to the industrial world. Understanding this training or learning according to Behavioristic theory is a change in behavior for the better due to the interaction between stimulus and response. In addition to Behavioristic theory, English training is also based on Cognitive learning theory, where not only the results are considered but the learning process will become a stage of thinking that can change the trainees. Budiningsih (2005:34) reveals that students already have knowledge in themselves and students themselves who build additional knowledge in their own way. One aspect that needs to be applied is training using multimedia technology as a learning medium. It is hoped that this media can increase the interest of the trainees to learn and understand English learning, especially those related to the industrial world.

Oemar Hamalik (2007:10) suggests that training is a process that includes a series of actions (efforts) that are carried out intentionally in the form of providing assistance to the workforce carried out by training professionals in a unit of time that aims to improve the work ability of participants in the field of work. in order to improve effectiveness and performance within an organization.

Furthermore, Sheal (2003) cited in Triton (2009: 102) mentions four main reasons why staff training and development is now becoming increasingly important: (1) rapid changes in

technology and the tasks performed by people; (2) Lack of immediate skills and long-term skills; (3) changes in the expectations and composition of the workforce; and (4) competition and market pressures for improvements in the quality of products and services.

Another aspect that is needed to attract participants' interest is learning media that is not boring, as we know so far learning English uses written media or pictures in the form of books and paper, of course this makes students bored and less interested in learning English. Multimedia is one of the media that can help students to be more interested in learning English. As stated by Mulyadi (2016) that the rapid development of technology must be commensurate with the improvement of the quality of human resources so that the direction in the development of science and technology can lead to the right target. In addition, immature learning preparation can cause students to experience boredom in participating in learning. As is the case when learning media, methods, and learning approaches are presented in a monotonous manner, which ultimately results in the lack of interest of students in participating in learning. Therefore, there is a need for innovations carried out by educators in carrying out learning, quoted from Setia, Susanti, and Kurniawan (2017).

Multimedia itself is simply defined as more than one media, it can be a combination of text, graphics, animation, sound and video (Arsyad 2009: 170). Multimedia is a combination of at least two input or output media, this media can be audio and video. (Suyanto 2005:21).

In this study, the authors carried out research in one of the special job exchange in Bekasi Regency, namely at the Binamitra Vocational High School Special Job Exchange. The existing facilities and infrastructure play an important role in learning activities, one of which is internet facilities. The internet that already exists is good enough, it's just that at this time the internet facilities are not being used in learning activities. By using multimedia-based teaching, the existing internet can be utilized as much as possible as a medium for learning activities during the COVID-19 pandemic.

METHODS

The research approach is the researcher's effort to determine the point of view or how to approach the problem chosen by the researcher in accordance with the research objectives he has set (Indrawan 2016:28). The approach that will be used in this research is a qualitative descriptive approach. Qualitative research is research that intends to understand phenomena about what is experienced by research subjects such as behavior, perceptions, motivations, actions and others holistically, and by means of descriptions in the form of words and language, in a special context that is natural and natural. by utilizing various natural methods (Moleong 2012: 6).

The data collected from the field is directly related to the object in question, namely the special job fair participants. Researchers use this approach because they want to see and examine more closely about the use of multimedia in learning for the learning acquisition of participants in special job exchange SMK Binamitra. In this research, the research subject is the researcher himself. Meanwhile, according to the research problem in this thesis, the researcher uses the English teacher as the main data source, and the participants and managers who are responsible for the management of special job exchange, as comparison data.

To dig up data and information to answer all research questions, researchers need the main data source. According to John Lofland and Lyn Lofland (1984: 47) the main data sources in qualitative research are words and actions, the rest are additional data such as documents and others. The words and actions of the people observed or interviewed are the main source of data. The main data sources are recorded through recording video/audio tapes, taking photos, or films (Moleong 2012:157).

RESULTS AND DISCUSSION

Results

Special Job Exchange has an important role in helping participants to be ready to compete in the world of work with the provisions they have. In other words, special job exchange training has a role to shape participants to have competencies and work attitudes that are in accordance with the world of work so that they can be channeled into the world of work by the special job exchange.

In forming participants' work readiness, Special Job Exchange has tried to provide provisions for participants to work after graduation. Such as sports lessons that train physically, Indonesian language lessons to practice making job application letters, and especially in English lessons. However, its implementation is still not optimal, especially in learning English because there are still programs that have not been fully assisted by schools in funding. In addition, the mental formation of students is still lacking because there are still many students who do not want to work outside the area. The learning materials provided by the school are in accordance with the needs of the industry, besides the implementation of career guidance carried out by Counseling Counseling teachers is still not optimal because it still focuses on discipline alone. The provision of material regarding work readiness and career is still lacking so it needs to be improved again because it becomes capital for students to compete in the world of work.

Nowadays, the ability to speak English is an important aspect that everyone must have. Therefore, students are expected to need to learn English on an ongoing basis. In the digital era like today, there are many applications on the internet, both applications for personal computers (PCs) and for smartphones. Therefore, language skills including English will be separated from four things, namely: reading (reading), writing (writing), listening (listening) and speaking (speaking). Speaking skills are the most demanded thing in mastering English, because at this time English is used for active communication. Therefore we need to train him to have this one skill well. To make learning English easier, we need media. The media that we use in the form of multimedia. And these multimedia include: computers, internet, gadgets, skype, youtube, games, television, radio and all kinds of social media platforms.

From the observations in the field, the researchers found that the implementation of English learning was carried out in accordance with the learning design that had been formulated. Learning plans are activities that will be carried out in the future. The plan can go according to the initial plan and it can also not go according to plan because it is caused by changes in situations and conditions.

The implementation of learning must be designed by the teacher to provide a learning experience that involves mental and physical processes through online interactions between students, students and teachers, the environment and learning resources so that the predetermined learning objectives can be achieved. From the results of observations and documentation studies, researchers found that learning activities carried out by teachers were carried out through three stages of activities, namely preliminary activities, core activities consisting of exploration, elaboration, and confirmation, and closing activities.

During the implementation of the learning process carried out by the teacher in delivering English material through multimedia, in general it can be said that students are more active and motivated to participate in learning activities. The teacher's choice in determining learning multimedia is the teacher's step to make it easier for students and teachers to create conditions that allow students and teachers to carry out the learning process. This is in accordance with the opinion of Rusman (2012: 140) which states that learning with multimedia is basically learning that is expected to be able to empower all brain activities as long as students carry out learning activities.

Learning English by utilizing multimedia for the acquisition of learning English is intended to make it easier for students to understand reading texts during the selection of the Special Job Market. The learning gain is in the form of an understanding of the contents of the reading text. The understanding in question includes the type of text, the main idea of the paragraph, explicit and implied information, and the moral values contained in the reading text.

By utilizing multimedia, students become more motivated to learn. This is in accordance with the research of Min Pun (2013) where the results of the study show that multimedia technology with a combination of audio, visual, and animation effects can motivate students to learn quickly and efficiently. Based on the observations, that the teacher conducts initial activities with activities that are able to develop and construct the mindset of students and are able to motivate students to take English lessons by utilizing multimedia. To motivate students, the teacher presents material using multimedia, where the teacher combines images, animation, and sound using digital platforms, one of which is WhatsApp, so that all students can access their learning.

Discussion

Teaching and learning activities during the COVID-19 pandemic are a tremendous challenge for both teachers and students. One of the biggest challenges in teaching and learning activities during the COVID-19 pandemic is the use of learning media. Learning media has an important role so that the process of transferring knowledge from teachers can be conveyed optimally to students, especially learning activities during the COVID-19 pandemic are carried out online or online. One of the learning media that can be used online is multimedia-based e-learning.

According to Made Wena (2009:213-214) the benefits of e-learning can be categorized based on 3 points of view, namely the student's point of view, the educator's point of view and the school's point of view. Meanwhile, according to Rusman (2012:293) e-learning is all activities and learning that uses the help of electronic technology. Slightly different from Rusman, e-learning according to Nana Syaodih Sukmadinata (2007:206-207) e in the word e-learning is not only an abbreviation of electronics but also stands for experience (experience), extended (extension), and expended (expansion).

From the results of the research that the author has done, the implication is that multimedia learning media during the covid-19 pandemic has a very important role in learning activities. Learning media affect the learning process to be more effective, efficient and also improve learning achievement, especially students at the Binamitra Vocational High School Special Job Exchange.

CONCLUSION

Based on the results of the research, findings, and general discussion, it can be concluded that the use of multimedia in English learning for the learning acquisition of Binamitra Vocational High School participants went well, namely that students became more motivated, enthusiastic, and increased students' understanding as seen from the increase student learning outcomes both individually and classically.

From general conclusions as a study of the research focus, the researcher draws specific conclusions as answers to research questions, namely:

1. The design of learning English using multimedia made by the teacher aims to help the learning process of students both in the short and long term. There are several aspects that must be prepared by the teacher, including curriculum analysis, analysis of learning needs, methods to be used, evaluation, and strategies that are in accordance with the conditions of students and the media to be used. Next, the teacher designs the Learning Implementation Plan (RPP). Teachers in this case only use existing multimedia such as downloading from the internet or using learning CDs in schools or those sold in the market.
2. The implementation of English language learning by utilizing multimedia is generally well implemented. This can be seen from the activeness of students in the teaching and learning process.
3. Based on direct observation of the learning behavior of students, it can be seen that students feel happy, active, and do not experience difficulties when they are asked to use the multimedia used. This is because the instructions and commands contained in the multimedia are easy to understand. The navigation buttons are easy to understand and can be done by students independently. Besides, the display presented makes it easier for students to understand the material taught by the teacher.

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