

**EFL STUDENTS' PERCEIVED SUPPORT OF USING
MULTIMEDIA IN MICRO TEACHING CLASS**

THESIS

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EFL STUDENTS PERCEIVED SUPPORT FOR USING MULTIMEDIA IN MICRO-TEACHING CLASS

Adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila kesalahan dan kekeliruan didalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikian surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 15 April 2025

Saya yang membuat surat pernyataan



Cut Eka Mutia

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ABSTRACT

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This study aims to explore the support perceived by EFL students towards the use of multimedia in micro-teaching classes and analyze its influence on students' motivation in the learning process. Using a qualitative approach, data were collected through observation and semi-structured interviews with students who actively use multimedia in their teaching practice. The results show that the use of multimedia, such as videos, images, and animations, significantly improved students' understanding of the material and engagement, as well as made the learning process more interesting and interactive, which in turn increased their motivation to actively participate in class discussions. The study also identified challenges in the effective integration of multimedia in lesson plans, suggesting the need for further training for university students to select and use appropriate multimedia tools. The findings provide valuable insights into the role of multimedia in enhancing EFL students' support and motivation in micro-teaching classes, and recommend that educators develop strategies to effectively integrate multimedia in lesson plans and provide the necessary resources to improve teaching practices.

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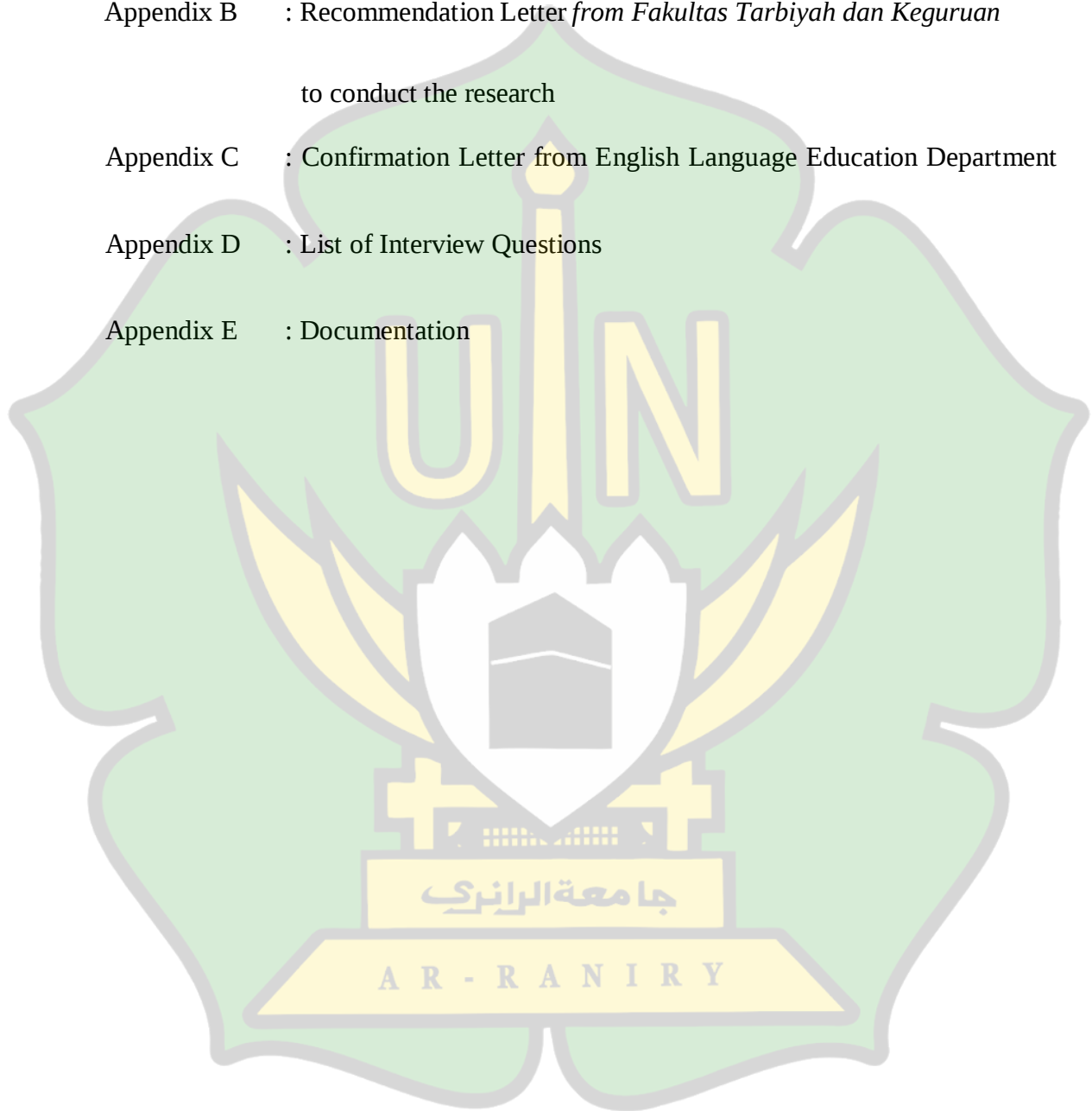
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Appendix B : Recommendation Letter *from Fakultas Tarbiyah dan Keguruan*
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CHAPTER I

INTRODUCTION

A. Background of the study

Multimedia incorporates different forms of media, such as text, images, sound, and video, to deliver richer information and experiences to users. Multimedia can improve comprehension and retention of information, as combining these elements creates a more immersive context and captures the audience's attention (Meyer, 2010). In the context of English language teaching, multimedia has brought significant changes in the learning process. By integrating multimedia elements, teachers can help students understand English concepts better. For example, video and audio can be used to improve listening skills, while pictures and text can help in vocabulary and grammar learning (Moreno & Mayer, 2000).

Multimedia includes visual or audio content and interactivity that can deepen user engagement. With interactivity, students are not only passive recipients of information but can also be actively involved in the learning process, creating a more personalized and meaningful experience (MacDonald, 2009). This is particularly relevant in microteaching, where EFL students can experience greater support when multimedia is used in teaching.

Research shows that the use of multimedia in English language teaching can increase students' motivation and interest, creating an enjoyable learning atmosphere (Heller, 2011). In addition, multimedia also supports diverse and inclusive learning,

allowing students with various learning styles to benefit from this approach. Students who prefer to learn visually can understand the material better through infographics and videos, while those with auditory tendencies can utilize podcasts or audio recordings (Zhang et al., 2006). Thus, the use of multimedia in English language teaching not only enriches students' learning experience but also increases the overall effectiveness of teaching.

However, many EFL students show a different interest in microteaching classes, which is strongly influenced by the use of learning media such as laptops or projectors. In classes that utilise media well especially when teachers use it creatively and interactively, the learning process becomes more dynamic and interesting. Students tend to be more motivated, actively involved, and get a more meaningful teaching experience. Instant feedback through technology, such as recorded teaching sessions or interactive polls, also helps them evaluate and improve their teaching skills in real time.

On the other hand, microteaching classes without media support often feel monotonous and uninteresting. The lack of variety in learning causes students to easily lose focus, reduces participation, and has difficulty visualising good teaching concepts. Without tools such as video demonstrations or digital presentations, the teaching practice experience is limited, and students struggle to get rich feedback for improvement.

However, we need to know that the successful use of media depends not only on the availability of these tools, but also on the teacher's ability to optimise them. Creative teachers, for example, by designing interactive simulations or combining

videos, digital quizzes and peer feedback, will create a much more effective learning environment. On the other hand, if media is only minimally used (e.g., simply showing text slides without variation), the impact remains limited.

Previous research (e.g., Mayer, 2009; Mishra & Koehler, 2006) suggests that multimedia designed with appropriate pedagogical principles can improve comprehension, motivation, and retention. Therefore, in addition to providing access to multimedia, training for teachers in designing technology-based learning is also important so that the use of media really has a significant impact on EFL students in microteaching.

Based on the above background, the author is interested in conducting a study entitled “EFL Students' Perceived Supports of Using Multimedia in Micro Teaching Class”. This study aims to explore how the use of multimedia can affect students' motivation in the micro-teaching classroom. By integrating visual, audio, and interactive elements, it is expected that students will be more engaged and enthusiastic in the learning process.

B. Research Question

From the description above, the researcher can formulate the problems as follows:

1. What forms of support do EFL students experience when using multimedia in micro-teaching classes?

2. How does the use of multimedia affect EFL students' motivation in the learning process in micro-teaching classes?

C. Research Aims

From the formulation of the problem above, the researcher has the following research objectives:

1. To explore the forms of support felt by EFL students towards the use of multimedia in micro-teaching classes.
2. To analyze the effect of multimedia use on EFL students' motivation in the learning process in micro-teaching classes.

D. Significance of the study

This research has some important significance, both for academic and practical development:

1. Students: The results of this study can help EFL students understand how the use of multimedia in micro-teaching classes can increase their motivation and engagement in the learning process. With this information, students can better appreciate the role of multimedia in supporting their learning styles so that they can more actively participate in teaching and learning activities. This research can also provide insights on how to utilize multimedia to improve comprehension and retention of material.
2. Lecturers: The findings from this study can provide valuable insights for lecturers regarding the support perceived by students toward the use of

multimedia. By understanding the factors that contribute to teaching success, lecturers can refine their teaching strategies to improve students' comprehension and retention of the material. This information will enable lecturers to create a more dynamic and interactive classroom environment, which encourages better communication and higher engagement with students. Ultimately, this research aims to empower lecturers to improve their teaching practices, which will lead to more effective learning outcomes and a deeper understanding of the subject matter among students.

E. Terminology

The terminology utilized in this study will be explicitly specified as follows:

1. Multimedia

Multimedia is a combination of various forms of media, including text, images, audio, video, and animation, used to convey information more interestingly and interactively. In an educational context, multimedia serves to enhance the learning experience by providing a variety of ways to present material, thus meeting the needs of students' diverse learning styles (Mayer, 2020).

In this research, multimedia refers to the use of various media types, including text, images, audio, and video, to enhance students' learning experiences. It aims to create a more interactive and engaging environment, facilitating better understanding and retention of information. The study

highlights the importance of effective multimedia design to maximize student engagement and motivation. By utilizing multimedia, students are expected to participate more actively in the learning process and achieve a deeper understanding of the material.

2. Motivation

Motivation is an internal or external drive that encourages individuals to perform certain actions or achieve goals. In an educational context, motivation plays an important role in improving student engagement and achievement, as motivated individuals tend to be more active in the learning process and better able to cope with the challenges faced (Deci & Ryan, 2000).

Motivation in this study refers to the factors that encourage students to engage in learning, particularly in micro-teaching. This research emphasises the importance of creating a supportive environment and providing constructive feedback to increase student motivation. By motivating students, it is expected that they will be more enthusiastic and active in teaching activities. In addition, this research explores the use of micro-teaching techniques to increase student motivation through active participation in the learning process.