

Chapter One

Introduction

The chapter explains several important points. First, the research background explains general information related to topics to this research, including the research context, problems at the research location, a review of previous research, and gaps in existing literature, as well as the importance and objectives of the research. Subsequently, the identification of the problem explores specific problems encountered at the research location. After that, the research boundaries outline the exact scope and focus of the research. The next section introduces the research questions that guide the analysis. Followed by a description of the research objectives, detailing the specific research objectives. Furthermore, this chapter underscores the importance of this study for various stakeholders. Finally, the chapter organization section provides a detailed overview of the content and structure of each subsequent chapter.

Background Research

Professional teachers will try their best to provide quality and interesting teaching to their students. One of the things that teachers can do to improve quality and motivate students is to take advantage of existing technological developments, one of which is using multimedia materials in teaching.

The use of multimedia materials in teaching can provide many benefits to the teaching process. According to Ampa (2015), using multimedia materials in teaching such as video, animations and graphics can increase students' motivation in class. According to Jelimun (2022), the use of multimedia in teacher teaching in classrooms such as eBooks, videos, and PowerPoints as teaching aids can improve the quality of teaching.

In this era, all teachers use multimedia in teaching in the world of education. According to Guan et al., (2018) almost all English teachers argue that the use of multimedia in teaching helps teachers to find more effective ways of teaching. The use of multimedia in learning does not place limitations on students in learning. The use of multimedia in learning students can further explore the material not only by reading textbooks, but students become dynamic by giving words an important new dimension (Kumar et al., 2019).

Unfortunately, until now there not to using multimedia in teaching. According to Abdulrahman et al., (2020) there are still teachers choose not to use multimedia as a teaching tool, because many teachers do not understand how to use technology such as multimedia in classroom teaching. Apart from that, the obstacles that are often encountered in using multimedia in teaching due to teachers' lack of experience and knowledge in using multimedia (Soewarno et al., 2016). This obstacle makes some teachers reluctant to use multimedia in teaching.

Several studies have been conducted regarding the topic of teachers' perspective in using multimedia in teaching English. Nadirah (2020), investigates the motivation to use multimedia as a driving force for EFL students to succeed in increasing their motivation to learn English. This research explains that multimedia use as a learning tool can positively impact students, including increasing student motivation and encouraging them to be more active in class learning activities.

Another research was also conducted on the topic of teachers' perspective in using multimedia in teaching English. The second reviewed, a study conducted by Katemba (2022) investigates the benefits of multimedia in the language class learning process for EFL student. In this study it was found that the results of this study are that multimedia is one of the important factors for students can focus more on their learning goals. In this study also found that the use

and utilization of multimedia in the learning process of EFL teachers is easier to motivate students to achieve their learning goals.

However, despite several related studies on the use of multimedia in English language teaching, most previous studies and researchers only focused on the use of multimedia to motivate EFL students. In contrast, currently only a few researchers show teachers' perspectives on the use of multimedia and discuss the benefits and obstacles teachers may face in using multimedia materials in teaching. In this study, the researcher focused on the benefits teachers get from using multimedia and the obstacles faced by teachers in using multimedia materials in teaching from the perspective of English teachers at senior high schools in Yogyakarta.

Currently, the use of multimedia in teaching has been widely implemented in almost all schools in Indonesia. According to Supardi (2014), the use of multimedia in teaching has increased use in schools in Indonesia. This can happen because teachers already know the benefits of using multimedia in the classroom teaching process. Based on the researcher experience attending an internship at senior high school in Yogyakarta, the use of multimedia materials in teaching can provide many benefits to the teaching process. The high frequency of multimedia usage for teaching English made teachers consider that the use of multimedia provides benefits in teaching. However, unfortunately in the current era there are still teachers who do not understand technological advances, such as the use of multimedia in teaching. Lack of understanding about technological advances is one of the reasons why teachers do not use multimedia in teaching.

Therefore, the researcher are interested in exploring the benefits that teachers get from using multimedia and the obstacles that teachers face when using multimedia from the perspective of English teachers at senior high schools in Yogyakarta.

Identification of the Problems

The appropriate use of multimedia can provide benefits in teaching. Based on the researcher experience while doing internship at senior high school in Yogyakarta, the appropriate use of multimedia materials in teaching can provide many benefits in the teaching process. The high frequency of using multimedia in teaching English is because teachers consider that using multimedia provides benefits in teaching. Multimedia, such as a combination of audio, picture and text, can help teachers in teaching. However, unfortunately in the current era there are still teachers who do not understand technological advances, such as the use of multimedia in teaching. Lack of understanding about technological advances is one of the reasons why teachers do not use multimedia in teaching. Apart from that, the lack of teacher awareness about the importance of using multimedia in teaching causes some teachers to refuse to use multimedia in teaching.

For this reason, this problem needs to be recognized, considering that using multimedia can provide convenience and benefits for teachers in teaching. For this reason, this research was conducted to find out how important the use of multimedia in teaching regarding the benefits and also the obstacles from the perspective of English teachers using multimedia. This research provides information regarding the importance of using multimedia in teaching, seen from the benefits that teachers get when using multimedia in teaching. Apart from that, this research also provides information regarding several obstacles in using multimedia in teaching. With the teacher knowing these obstacles, it is hoped that teachers can anticipate obstacles that might occur when using multimedia in teaching.

The Delimitation of the Research

Studies related to the use of multimedia in teaching have a comprehensive scope to make this research more specific, the researcher only focus on researching and discussing the benefits that teachers gets from using multimedia, and the obstacles teachers face in using multimedia

materials. Apart from that, the researcher also limited the location and criteria for participants, namely that the research was only carried out at senior high schools in Yogyakarta. Then for participants are English teachers who teachers at senior high schools in Yogyakarta who has experience in using multimedia who is recruited for this research. This was done considering that this research took the perspective of English teachers in using multimedia materials at senior high schools in Yogyakarta. The findings of this research describe the benefits and obstacles faced by English teachers when using multimedia in teaching at senior high schools in Yogyakarta. Finally, the method used in this research is a descriptive qualitative method.

Research Question

Based on the background above, this study formulates two research questions regarding teachers' perspective in using multimedia materials in teaching English:

1. What benefits do teachers get from using multimedia during teaching English?
2. What obstacles do teachers face in using multimedia during teaching English?

The Objectives of the Research

Based on the research questions above, this research has two objectives:

1. To explore the benefits teachers get from using multimedia in teaching English.
2. To explore the obstacles teachers face when using multimedia in teaching English.

The Significance of the Research

The research conducted is expected to provide more benefits and knowledge for students, teachers, and future researchers.

For Students

The results of this research, it is hoped that students will be able to understand the benefits of multimedia and can encourage students to be more motivated in learning English using

multimedia. Apart from that, by knowing the obstacles that exist in using multimedia, it is hoped that students can anticipate these obstacles in their learning.

For Teachers

Multimedia is a learning tool that has many benefits in the world of education, one of which is being able to motivate students to learn English in class. Therefore, teachers can use this research as a reference to find out the benefits and the obstacles do teachers face in using multimedia during teaching English.

For Future Researchers

The results of this research can be used by other researchers who are interested in exploring the same field of study. It is also hoped that the results of this research can become a reference for other researchers conducting research in the same field.

For Institutions

It is hoped that this research can become a valuable resource for institutions, gaining a comprehensive understanding regarding the application of alternative methods such as multimedia in teaching. Appropriate guidelines for teaching staff are based on the benefits and obstacles that may occur when using multimedia in teaching.

Organization of the Research

This research consists of five chapters. The first chapter discusses the background of why research on the topic of using multimedia materials in teaching needs to be carried out. Next, the researcher presents the problems limitations and several research questions appropriate to this research. Next, the researcher continues the research objectives. Apart from that, the researcher explain the importance of research and why research needs to be carried out. The aim of this

research is to explore the benefits and obstacles faced by English teachers when using multimedia in teaching.

Chapter two is a literature review. This chapter contains a theoretical basis that can be used to support solving the problem being researched. Provides an understanding of multimedia, types of multimedia, the use multimedia in teaching, the benefits that teachers get from using multimedia in teaching, and what obstacles teachers face in using multimedia in teaching.

The third chapter is methodology. This chapter explains the methods used by the researcher to collect relevant data or information in conducting research. This chapter discusses methods, instruments, participants, settings, and data collection techniques. In this chapter the researcher also explains how to analyze the data.

Chapter four is the results of the findings and discussion. This chapter explains the results and findings from interviews with English teachers regarding the use of multimedia in teaching, both in terms of the benefits and the obstacles faced by these teachers when using multimedia in teaching.

Chapter five, this chapter contains conclusions and suggestions. In this chapter the researcher provided a summary of the discussion and general answers to research questions as well as recommendations to students, teachers, and future researchers