“I hereby declare that I have read this thesis and in my opinion this thesis is sufficient in terms of scope and quality for the award of the degree of Bachelor of Science with Education (TESL)”

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Date : 30th April 2009
THE INTEGRATION OF MULTIMEDIA ELEMENTS IN CLASSROOM TEACHING AMONG TESL TEACHER-TRAINEES

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A report submitted in partial fulfillment of the requirements for the award of the degree of Bachelor of Science with Education (TESL)

FACULTY OF EDUCATION
UNIVERSITI TEKNOLOGI MALAYSIA

APRIL 2009
I declare that this thesis entitled “THE INTEGRATION OF MULTIMEDIA ELEMENTS IN CLASSROOM TEACHING AMONG TESL TEACHER-TRAINEES” is the result of my own research except as cited in the references. The thesis has not been accepted for any degree and is not concurrently submitted in candidature of any other degree.

Signature : 

Name : Siti Shuhaida binti Shukor 

Date : 30th April 2009
ACKNOWLEDGEMENT

Miss Fatimah,

Thank you for being so generous,
helpful and so true.
Without you,
I will not be able to learn from you.

Mom and Dad,

Thank you for always being there,
By showing me how much you care.

My One and Only,

I am grateful to have you,
In my long journey,
Searching for the truth.
ABSTRACT

The integration of multimedia in classroom teaching has brought education into one step higher from the traditional technique or better known as “chalk and talk” teaching method to a more interactive and interesting teaching and learning process. The aim of this study is to investigate the extent to which multimedia is incorporated in classroom teaching among TESL teacher-trainees during the practical teaching. A total of 50 respondents consisting of third and fourth year TESL teacher-trainees from Universiti Teknologi Malaysia participated. This study also aims to find out whether or not the TESL teacher-trainees integrate multimedia in classroom teaching and if they do, the study aims to identify the multimedia elements they frequently use and if not, the study wants to find out the reasons for not integrating multimedia in their classroom teaching. Based on the result, it was reported that even among those who integrate multimedia, there are limitations to incorporate it in classroom teaching and this study has identified these limitations. Besides that, the benefits resulting from the integration of multimedia have also been identified. The result of the data analysis revealed four major findings namely the forms of multimedia incorporated in classroom teaching by TESL teacher-trainees, the benefits of the integrating multimedia in the classroom, the limitations, as well as the reasons for not integrating multimedia in classroom teaching during the practical teaching. Based on the findings, several conclusions and recommendations are drawn in order to improve the incorporation of multimedia in classroom teaching.
ABSTRAK

TABLE OF CONTENTS

CHAPTER          TITLE                        PAGE
Title Page                   ii
Acknowledgement              iii
Abstract                     iv
Abstrak                      v
Table of Contents            vi
List of Tables               xi
List of Figures              xiii
List of Appendices           xiv
List of Abbreviations        xv

1  INTRODUCTION                  1
1.0  Introduction                1
1.1  Background of Study         2
1.2  Statement of Problems       4
1.3  Objectives of the Research  5
1.4  Research Questions          5
1.5  Significance of This Study  6

2  LITERATURE REVIEW            7
Introduction                  7
2.1 History of CALL
  2.1.1 Behaviouristic CALL
  2.1.2 Communicative CALL
  2.1.3 Integrative CALL
  2.1.4 Intelligent CALL (ICALL)
2.2 Multimedia
2.3 Multimedia Elements
  2.3.1 Text
  2.3.2 Graphic
  2.3.3 Animation
  2.3.4 Audio
  2.3.5 Video
2.4 Benefits of Using Multimedia in Education
  2.4.1 Learning at Your Own Pace
  2.4.2 Effective Channel of Disseminating Information
  2.4.3 Effective Information Retention Method
  2.4.4 Ease in Teaching and Learning Process
  2.4.5 Increase Learners Motivation
2.5 Application of Multimedia to Language Learning
2.6 Drawbacks of Multimedia
2.7 Students’ Learning Preferences
2.8 The integration of Multimedia in Malaysia

3 RESEARCH METHODOLOGY
3.0 Introduction
3.1 Research Design
3.2 Respondents of the Study
3.3 Research Instrument
  3.3.1 Questionnaire
3.4 Procedure
   3.4.1 Pilot Study 36
   3.4.2 Actual Research 36
3.5 Data Analysis 37

4 FINDINGS AND DISCUSSION 38
4.0 Introduction 38
4.1 Demographic Information 39
   4.1.1 Gender of Respondents 39
   4.1.2 Year of Study of Respondents 39
4.2 The form(s) of Multimedia Elements Integrated in Classroom Teaching 40
   4.2.1 Integration of multimedia in classroom teaching 41
   4.2.2 Forms of Multimedia Elements Integrated in Classroom Teaching 41
4.3 The Advantages of Using Multimedia in Classroom Teaching 43
   4.3.1 The Decisions of Using Multimedia in Pre-Teaching Phase 44
   4.3.2 The Advantages of Using Multimedia: While-Teaching Phase 47
   4.3.3 The Advantages of Using Multimedia: Post-Teaching Phase 50
4.4 The Limitations of Using Multimedia in Classroom Teaching 51
   4.4.1 The Limitations of Using Multimedia In Classroom Teaching: Technological Resources 52
4.4.2 The Limitations of Using Multimedia In Classroom Teaching: Technological Skills

4.4.3 The Limitations of Using Multimedia In Classroom Teaching: Time Factor

4.4.4 The Limitations of Using Multimedia In Classroom Teaching: Accessibility

4.5 Suggestions for Better Incorporation of Multimedia in Classroom Teaching

4.6 Reasons for Not Integrating Multimedia in Classroom Teaching

4.7 Summary and Discussion

<table>
<thead>
<tr>
<th>5</th>
<th>RECOMMENDATIONS AND CONCLUSIONS</th>
<th>66</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.0</td>
<td>Introduction</td>
<td>66</td>
</tr>
<tr>
<td>5.1</td>
<td>Summary and Findings</td>
<td>66</td>
</tr>
<tr>
<td>5.1.1</td>
<td>Forms of Multimedia Elements Used by TESL Teacher-Trainees</td>
<td>67</td>
</tr>
<tr>
<td>5.1.2</td>
<td>Benefits of Integrating Multimedia in Classroom Teaching</td>
<td>67</td>
</tr>
<tr>
<td>5.1.3</td>
<td>Limitations of Integrating Multimedia in Classroom Teaching</td>
<td>68</td>
</tr>
<tr>
<td>5.1.4</td>
<td>Reasons for Not Integrating Multimedia in Classroom Teaching</td>
<td>68</td>
</tr>
<tr>
<td>5.2</td>
<td>Limitation of The Study</td>
<td>69</td>
</tr>
<tr>
<td>5.3</td>
<td>Conclusions</td>
<td>69</td>
</tr>
<tr>
<td>5.4</td>
<td>Recommendations</td>
<td>69</td>
</tr>
<tr>
<td>5.4.1</td>
<td>Equipping the Classroom with Computer Unit and LCD</td>
<td>70</td>
</tr>
</tbody>
</table>
5.4.2 Equipping the Schools with Relevant Multimedia Courseware

5.4.3 Sharing Materials

REFERENCES 73

APPENDIX A 79
# LIST OF TABLES

<table>
<thead>
<tr>
<th>TABLE NO.</th>
<th>TITLE</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1.1</td>
<td>The gender of the respondents</td>
<td>39</td>
</tr>
<tr>
<td>4.1.2</td>
<td>The Year of Study of the Respondents</td>
<td>39</td>
</tr>
<tr>
<td>4.2.1</td>
<td>Integration of multimedia in classroom teaching</td>
<td>41</td>
</tr>
<tr>
<td>4.2.2</td>
<td>Forms of Multimedia Elements Integrated in Classroom Teaching</td>
<td>41</td>
</tr>
<tr>
<td>4.3.1</td>
<td>The decisions of Using Multimedia in Pre-Teaching Phase</td>
<td>44</td>
</tr>
<tr>
<td>4.3.2</td>
<td>The Advantages of Using Multimedia : While-Teaching Stage</td>
<td>47</td>
</tr>
<tr>
<td>4.3.3</td>
<td>The Advantages of Using Multimedia : Post-Teaching Phase</td>
<td>50</td>
</tr>
<tr>
<td>4.4.1</td>
<td>The Limitations of Using Multimedia in Classroom Teaching : Technological Resources</td>
<td>52</td>
</tr>
<tr>
<td>4.4.2</td>
<td>The Limitations of Using Multimedia in Classroom Teaching : Technological Skills</td>
<td>55</td>
</tr>
<tr>
<td>Section</td>
<td>Title</td>
<td>Page</td>
</tr>
<tr>
<td>-----------</td>
<td>----------------------------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>4.4.3</td>
<td>The Limitations of Using Multimedia in Classroom Teaching: Time Factor</td>
<td>56</td>
</tr>
<tr>
<td>4.4.4</td>
<td>The Limitations of Using Multimedia in Classroom Teaching: Accessibility</td>
<td>58</td>
</tr>
<tr>
<td>4.6.1</td>
<td>Reasons for Not Integrating Multimedia in Classroom Teaching</td>
<td>62</td>
</tr>
</tbody>
</table>
### LIST OF FIGURES

<table>
<thead>
<tr>
<th>FIGURE NO.</th>
<th>TITLE</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.5.1</td>
<td>Suggestions for Better Incorporation of Multimedia in Classroom Teaching</td>
<td>60</td>
</tr>
<tr>
<td>APPENDIX</td>
<td>TITLE</td>
<td>PAGE</td>
</tr>
<tr>
<td>----------</td>
<td>-----------</td>
<td>------</td>
</tr>
<tr>
<td>A</td>
<td>Questionnaire</td>
<td>79</td>
</tr>
<tr>
<td>Abbreviation</td>
<td>Full Form</td>
<td></td>
</tr>
<tr>
<td>--------------</td>
<td>-----------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>CALL</td>
<td>Computer Assisted Language Learning</td>
<td></td>
</tr>
<tr>
<td>CD-ROM</td>
<td>Compact Disc Read Only Memory</td>
<td></td>
</tr>
<tr>
<td>CMC</td>
<td>Computer Mediated Communication</td>
<td></td>
</tr>
<tr>
<td>ELT</td>
<td>English Language Teaching</td>
<td></td>
</tr>
<tr>
<td>GIF</td>
<td>Graphics Interchange Format</td>
<td></td>
</tr>
<tr>
<td>ICT</td>
<td>Information and Communication Technologies</td>
<td></td>
</tr>
<tr>
<td>IT</td>
<td>Information Technology</td>
<td></td>
</tr>
<tr>
<td>JPEG</td>
<td>Joint Photographic Experts Group</td>
<td></td>
</tr>
<tr>
<td>KBSM</td>
<td>Integrated Curriculum for Secondary School</td>
<td></td>
</tr>
<tr>
<td>L2</td>
<td>Second Language</td>
<td></td>
</tr>
<tr>
<td>LCD</td>
<td>Liquid Crystal Display</td>
<td></td>
</tr>
<tr>
<td>SPSS</td>
<td>Statistical Package for Social Sciences</td>
<td></td>
</tr>
<tr>
<td>TESL</td>
<td>Teaching English as Second Language</td>
<td></td>
</tr>
<tr>
<td>UTM</td>
<td>Universiti Teknologi Malaysia</td>
<td></td>
</tr>
</tbody>
</table>
CHAPTER 1

INTRODUCTION

1.0 Introduction

In the 21st century, it is not an easy task to implement the use of technology in education as an additional tool to further enhance language learning and competency as well as to equip students with a critical skill. In addition, the preparation for globalization, information and communication revolution in developing country is also another example of challenge faced by the society and government in our education system. High technology gadgets such as computer and multimedia have been the example of beneficial instruments in education system all over the world. However, in Malaysia, the use of computers and multimedia is still in its infancy stage in the education system due to the limited infrastructure as well as the high cost of access. Malaysia lags far behind businesses in using tools like computers and the Internet in their daily work. The schools have long operated with fairly impoverished learning materials. The primary source of information during that time is only textbooks, and the teacher’s knowledge of the subject matter. Textbooks play an important role during that time albeit it often provides outdated information. Moreover, teacher is considered as the
only source who can impart the content of the knowledge to students. This shows that our country is left far behind from other developing country.

In the early 1970s, the Malaysian Government introduced various initiatives to facilitate a wider adoption of ICT to boost capabilities in every field including education. Technology has been brought into the classroom which provides more interesting and diverse materials than ever before possible. Multimedia technologies as well as the Internet come together in the World Wide Web. These technologies provide easy access almost to everything. For instance, the assistive technologies empower students with disabilities, allowing them to contribute in ways never before possible. This clearly shows that students can benefit when the technology is used intelligently to provide meaningful content and powerful tools for learning.

1.1 Background of Study

The emergent of technology in today’s education has transformed the nature of teaching and educating the students. The current education system in Malaysia is striving towards using multimedia in the classroom. Teachers need to realize that they are going to teach students who will spend their lives in the millennium era which demands high level of computer literacy and self-access learning. In order to integrate multimedia in the classroom, teacher themselves should be equipped with the knowledge of the technology. Thus, Universiti Teknologi Malaysia (UTM) has offered computer knowledge and skills for undergraduates students from Faculty of Education as a minor subject.

Teaching English as Second Language (TESL) Program in UTM has prepared the students to become flexible and techno-savvy language teachers
in future whereby they will be able to make full use of their ICT knowledge they have learned into their classroom teaching. As for 3rd and 4th year TESL teacher-trainees who have been doing their practical teaching, the computer knowledge can be applied by integrating multimedia elements into the classroom. As far as multimedia is concerned, the integration of multimedia elements into classroom teaching delivers undeniably benefits to our students. Brett (1998) says that multimedia learning environments can ‘deliver authentic input, provide meaningful language learning tasks, deliver feedback on those tasks and can be manipulated according to the needs of the user’.

Apart from that, the term ‘multimedia’ has a very broad definition because using multimedia in a classroom could include Power Point that are created by the teacher, commercial software that is used for reference or instruction such as multimedia encyclopaedias or even activities that directly engage the students in using multimedia to construct and convey knowledge. However, in this study, the term ‘multimedia’ refers to computer-mediated information that is presented concurrently in more than one medium. It consists of some, but not necessarily all, of the following elements: text, still graphic image; motion graphic, animation, hypermedia, photographs, video, and audio, i.e., sounds, music, and narration (Kleen & Shell, 1994; Najjar, 1996; Tannenbaum, 1998).

However, the integration of multimedia into the English classroom setting is still frequently relegated due to certain limitation that is unavoidable. As Bax (2003) says, we are still quite away from the normalization stage of CALL whereby CALL becomes invisible and fully integrated. In the Malaysian education system, majority of the teachers are still using the traditional method such as ‘chalk and talk’ in order to impart the knowledge. Students spend most of their time in the classroom viewing to a printed text and listening to a teacher. This issue becomes a grave
infection until there are ways taken to overcome it so that our education system will be able to achieve the equivalent standards like other developed country.

1.2 Statement of Problems

Teachers today are spoilt for choice in terms of the tools either conventionally or unconventionally that can be integrated easily into the classroom. They have been pampered so much with the traditional teaching tools such as books, paper, and pencils until they are reluctant to put their effort in order to make use of the more current and affective technology particularly multimedia into their classroom teaching. As the expansion of the technology advances, it is supposedly more feasible to integrate multimedia directly into the classroom teaching.

Theoretically, there is no reason for teachers not to incorporate multimedia into their teaching. However, there are some problems that arise which lead to the inability to integrate the multimedia into the classroom. Regardless of the variety of the tools available, teacher trainees prefer to use the traditional method in their classroom teaching instead of using multimedia resources. Albeit they have been taught the computer knowledge and skills, due to certain problems such as time consuming, they are less enthusiastic to integrate multimedia into their classroom. Most of them are not aware of the importance of integrating multimedia into their classroom teaching as they are contented with just using the conventional ways of teaching.
1.3 Objectives of the Research

Objectives of this research are:-

i. To investigate the form(s) of multimedia incorporated in classroom teaching by TESL teacher-trainees.

ii. To determine the benefit(s) of integrating multimedia in classroom teaching.

iii. To identify the limitation(s) of integrating multimedia in classroom teaching.

iv. To identify the reason(s) of not integrating multimedia in classroom teaching.

1.4 Research Questions

The research questions of this research are:-

i. What are the form(s) of multimedia elements that TESL teacher-trainees incorporate in their classroom teaching?

ii. What are the benefit(s) of integrating multimedia in classroom teaching?

iii. What are the limitation(s) of integrating multimedia in classroom teaching?

iv. What are the reason(s) of not integrating multimedia in classroom teaching?