



INDIGENOUS STUDENT'S PERCEPTION ON MULTIMEDIA LEARNING AS AN APPROACH IN ENHANCING READING COMPREHENSION SKILLS

Mohamad Subaidi bin Abdul Samat

Sekolah Kebangsaan Punan, Faculty of Education,
Universiti Kebangsaan Malaysia,
43600 Bangi, Malaysia.
subaidisamat@gmail.com

Azlina Abdul Aziz*

Centre of Innovation in Teaching & Learning, Faculty of Education,
Universiti Kebangsaan Malaysia,
43600 Bangi, Malaysia.
azlina1@ukm.edu.my

*Corresponding author's Email: azlina1@ukm.edu.my

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editor@readersinsight.net

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Abstract

Reading comprehension is one of the language skills needed in processing the language, especially in comprehending information. Despite its importance, many of the students failed to perform comprehension skills well. Some of the reason was their lack of language proficiency and unsuitable approaches used by the teachers. Technology has been in favours among teachers and students in teaching practices, especially the use of multimedia because it has proven to help them in learning the language. Thus, this study aimed to find out indigenous students' perception of multimedia learning as an approach to enhancing their reading comprehension skills. Besides that, the alluring features of multimedia learning have ignited the need to explore its potential in helping indigenous students learn comprehension skills better. This study relied heavily on the questionnaire to obtain comprehensive data from the students. The surveys employed four sections which covered attention, motivation, relevance and satisfaction. The findings showed the students agreed that multimedia learning is the right approach in enhancing their reading comprehension skills. Despite that, some of the students disagree with the use of audio elements in multimedia learning as it hinders the learning process.

Research Highlights

1. Students perceived multimedia learning as attractive, fun to learn with, relevant with their interest, satiate their learning satisfaction, boost their confidence, and motivation level.
2. Elements of media used in multimedia plays a vital role in helping students decipher the information presented and an appropriate used of materials is needed to ensure the success rate of learning objectives.
3. The use of audio in isolation should be avoided as it hinder the comprehension process and the combination of media is suggested as depicted in the finding of this study.

Research Objectives

The research objective is as follows:

1. To find out indigenous students' perception on multimedia learning as an approach in enhancing reading comprehension skills.

Methodology

This study employed a survey design as described by Glasow (2005) in his book. It aims to find out indigenous students' views and opinions on the implementation of multimedia learning





in reading comprehension lesson. An indigenous primary school located in Kluang; Malaysia has been chosen to execute the study and twenty indigenous students picked through judgement sampling. Multimedia learning has been introduced to the pupils in regular basis to ensure they are familiar with this approach and able to give honest responses. The research instrument employed in this study is questionnaire and explore four aspects namely attractive, relevance, confidence and satisfaction. Each questionnaire asks several questions with four responses, ranging from strongly disagree, disagree, agree and strongly agree. The students were asked their perception on each elements of media. Finally, a quantitative analysis was used to analyse the students' perception on multimedia learning as an approach in enhancing reading comprehension skills.

Results

The students were either picked “strongly agreed” or “agreed” that multimedia learning is able to attract and keep their attention on the lesson, it is relevant with the lesson syllabus and their interest, it is able to boost their confident level in learning reading comprehension and lastly, they believed multimedia learning is helping them in feeling satisfied and enjoyed in learning reading comprehension. Most of the time, the students have a positive perception on the implementation of multimedia learning in reading comprehension lesson but there is a different finding emerged in this. Multimedia learning employed several combination of media in helping the students comprehend the text and one of it is audio. Unfortunately, in this study, audio was labelled as distractor to the students as most of them strongly disagree that audio is helpful in learning reading comprehension. Some of the reason were the use of audio in this study did not follow the students' cognitive level, lengthy word used in audio and fast-paced of audio play. Despite of that, the students agreed the use of picture, video and animation are helping them in learning reading comprehension better.

Findings

In this finding, the students mainly agreed with multimedia learning as being helpful in enhancing their reading comprehension skills. These findings were in coherence with the study by Neo et al. (2008) which revealed the students mainly perceived the multimedia learning environment to be pleasant and motivating, and were able to aiding on demonstrating their comprehension skills. Besides that, students also agreed their motivation and confidence level risen with multimedia learning as mentioned in the study by Ismail and Basri (2012). In his study, it is important to realise motivation is indeed an important factor in ensuring the learners' learning success. In addition, the students were unanimously “strongly disagree” that audio is attractive, relevant, boost their confidence or it heighten their motivation level. This findings were indeed has been discussed in the five principle of multimedia design by Mayer & Johnson (2008). In this principle, one has to integrate more than one element when designing





multimedia materials which explained the students' negative perspective on using audio in multimedia learning. The students could not relate the audio presentation it with their existing knowledge or even linking it back with the information presented.

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Author's Biography



Mohamad Subaidi bin Abdul Samat is a postgraduate student at the Faculty of Education, Universiti Kebangsaan Malaysia. He graduated in B.Ed TESL from the Teacher's Institution of Tengku Ampuan Afzan, Pahang. Currently, he is teaching English at an indigenous school in Malaysia. The focus of his research is mainly on second language acquisition and indigenous English education.

ORCID: <https://orcid.org/0000-0002-4342-4589>



Azlina Abdul Aziz is a TESL lecturer at the Faculty of Education, UKM. She has an Ed.D in Teaching of English from Teachers College, Columbia University, U.S.A. Her research interests are in the Teaching and Learning of Literature and Teacher Education in TESL. She is interested in how literary texts and personal narrative may be utilised to help students to examine the social, cultural and political issues in a particular context.

ORCID: <https://orcid.org/0000-0002-7800-3688>

