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ABSTRACT

Multimedia technology integration has grown in popularity in the ever-changing field of modern education, providing a more comprehensive method of instruction. Three English instructors at an Islamic Senior High School in Aceh Besar provided the data for this study, which used a qualitative methodology, between January 22 and 27, 2024. The interview and observation guide sheet were constructed based on Pun (2013) about the advantages and disadvantages of the use of multimedia technology in English language teaching. Data analysis from observation and interviews was done qualitatively. The results show that Class 1 was taught by T1 whose focused on teaching grammar skill to 19 students of the first grade of senior high school. The results of the quiz showed that there were 3 students who got low scores (60,50,40), 7 students got 75-85 and 9 students were all correct (100). Class 2 shows that T2 taught speaking skills through a YouTube channel and 22 students were participating in the class. Class 3 shows that teacher teaches reading skills employed an online reading website named "Perussall"

Keywords: Multimedia Technology; English Language; Teaching

INTRODUCTION

In the dynamic landscape of modern education, the integration of multimedia technology has become increasingly predominant, offering a multifaceted approach to teaching and learning. In particular, within the area of English language teaching (ELT), the utilization of multimedia technology holds promise for enhancing the effectiveness and engagement of instructional practices (Abdulrahman, M. D., 2020). However, as with any pedagogical tool, the adoption of multimedia technology in ELT is accompanied by a spectrum of advantages and disadvantages that warrant careful examination and consideration (Khanzode, K. C. A., & Sarode, 2020).

Nowadays, technology is used in almost every part of human life, included education. In English classroom settings, technology usage is not only as learning resources, but also as media to learn. For instance, Premana, A., Ubaedillah, U., & Pratiwi (2021) mention that English learners may use video blog as a tool of communication technology to practice their English and it causes the outcome be more vivid. However, the video blog also brings negative side when the learners overuse it.

Furthermore, several studies collectively have been contributing to our understanding of the advantages and disadvantages of multimedia technology in English Language Teaching, offering valuable insights for educators, researchers, and policymakers seeking to optimize its integration for enhanced language learning outcomes. Firstly, Chen (2020) investigates the advantages and disadvantages of using multimedia technology in English language classrooms. Through a mixed-methods approach involving surveys and interviews with teachers and students, Chen identifies benefits such as increased engagement, improved comprehension, and diversified learning experiences. However, the study also reveals challenges related to technical issues, limited access to multimedia resources, and the need for teacher training in effective integration strategies. Secondly, Alastuey (2020) in Ramirez (2024), through a systematic review methodology examines a wide range of empirical studies, theoretical frameworks, and practical considerations related to the integration of multimedia technology in ELT. The findings highlight advantages such as enhanced motivation, authentic language exposure, and opportunities for interactive learning, alongside challenges such as technological barriers, distractions, and potential cognitive overload. Next, Altun, M., & Khurshid Ahmad (2021) in a literature review research also try to find out the advantages and disadvantages of using technology in the education in Kurdistan public schools. Lastly, Li, G., Sun, Z., & Jee (2019) examines the impact of technology use on teacher-student interaction patterns through a comparative study n technology-enhanced primary EFL classrooms in a rural school district in China. They find that extensive teacher-centred technology use in EFL classrooms and permit a crucial requirement to discuss the importance of and possible methods to enhancing EFL teachers' pedagogical awareness and competence in technology-assisted language instruction.

This article then owns the dissimilarities with the previous ones. Regarding the different location and scope of research, this research also requires a depth inspecting with the subject in order to discover the answers of the study problems about the positives and negative side on the use of multimedia technology in ESL classroom setting from the point of view of the instructors as the core characters in the classroom. Moreover, the methodology used is unlike.

This article investigates the discourse surrounding the use of multimedia technology in English language teaching, exploring its potential benefits and drawbacks. By scrutinizing existing literature, theoretical frameworks, and empirical studies, we aim to provide a comprehensive analysis of the role

of multimedia technology in ELT. Through a nuanced examination of its advantages and disadvantages, this study seeks to offer insights into optimizing its integration to facilitate more effective language learning experiences.

METHOD

The method of this research is qualitative. The data were taken from three English teachers at an Islamic Senior High School in Aceh Besar on 22-27 January 2024. The teachers were all female and were interviewed. In addition, their classrooms were observed to collect the data for this research. The interview and observation guide sheet were constructed based on Pun (2013) about the advantages and disadvantages of the use of multimedia technology in English language teaching.

Data analysis from observation and interviews was done qualitatively. After the data were collected, the data were then analysed using the theory of Miles, M. B., Huberman, A. M., & Saldana (2014). The steps were data reduction, data display, and conclusions.

RESULTS AND DISCUSSIONS

Observation

Class 1

The first class was taught by T1. She focused on teaching grammar skill to the first grade of senior high school. There were 19 students who attended her class. Furthermore, the teacher employed multimedia online quizzes. To reach the target, the teacher used a multimedia room because she needed to use a computer PC. The students should listen to the teacher carefully because the instructions were given through the link and students needed to finish the quiz.

The students were interested in using the computer PC and they accessed the website to read and answer the questions. The teacher also gave students chances to learn the topic, "Modal Auxiliary Verbs" through many other websites. The teacher-guided her students and gave clear instructions during the class. The results of the quiz showed that there were 3 students who got low scores (60,50,40), 7 students got 75-85 and 9 students were all correct (100).

Class 2

The second class was taught by T2. She taught speaking skills and she employed a YouTube channel. 22 students were participating in the class. All students first listened to the teacher's explanation regarding expressing congratulating and complimenting others. Then, the teacher chooses a YouTube channel to understand more deeply and see native speakers express congratulating and complimenting. Students note important points from the video and then discuss the roleplay they must create with their partner. The task that must be completed by students is they must perform a classroom skit or role play to practice expressing congratulating and complimenting others.

Class 3

Lastly, the third class was taught by T3. The teacher teaches reading skills and she employed an online reading website named "Perussall" (Perussall, 2024). They use the computer lab room like T1.

It is a social learning platform that prepares students for class. The platform combines a new e-book reader with collaborative annotation tools to ensure students learn more, come to class prepared, and become more engaged in the learning experience. This allows you to teach more effectively, understand student misconceptions, structure class discussions, and save time. It is based on extensive behavioral research that is patent pending at Harvard University and is used by a growing number of faculty and students at various universities.

Perusall turns often-overlooked isolated reading assignments into engaging collective activities that students don't want to miss. Students collectively annotate each reading — asking questions, responding to each other's questions, or sharing other perspectives or knowledge.

Perusall's new data analytics automatically grades these annotations to ensure that students complete their reading, and as an instructor, you get a classroom full of students who are fully always prepared. Perusall gives you a simple “confusion report” that summarizes the areas your students misunderstood, disagreed with, or were most engaged with — along with examples of the best annotations, so you can call out specific questions or individuals in the class.

Perusall encourages students to continue conversations about texts even after they log out; when other students answer their questions, Perusall sends them an email summary, with the ability to respond without leaving their email client or smartphone.

Based on the results of teacher interviews, Table 1.1 below is presented to display the teacher's responses to each question item asked.

No	Questions	T1 Quiz		T2 YouTube		T3 Reading	
		Yes	No	Yes	No	Yes	No
ADVANTAGES OF THE USE							
	Motivates Students to Learn English	√		√		√	
	Develops Students' Communicative Competence		√	√		√	
	Improves Teaching Efficiency	√		√		√	
	Enhances Interaction among Students and between Teachers and Students		√	√		√	
	Creates a Conducive Teaching Environment in the Classrooms	√			√	√	
	Provides Opportunities for English Teaching outside the Classrooms		√		√		√
DISADVANTAGES OF THE USE							
	Emphasis on the Supplementary of Effective Teaching	√		√		√	
	Lack of Communication between Teachers and Students	√			√		√
	Lack of Real-Time Teaching		√	√		√	

	Loss of Students' Logical Thinking		√		√		√
	Expensive Way of Conducting Language Classes	√		√		√	

Interview

Advantages Of The Use

Motivates Students to Learn English

Based on the data in Table 1.1, it is clear that the three teachers responded "yes" to the question regarding the use of multimedia technology in English language teaching. This means that the three teachers agree that the use of multimedia motivates students to learn English.

According to T1, students became more enthusiastic when invited to answer online quizzes because they were triggered by the time counting down. According to her, students have a target to immediately complete quizzes quickly and accurately.

Meanwhile, according to T2, using varied YouTube channels can make students enthusiastic when studying. Students watch theory and then practice it with friends.

In addition, according to T3 who uses online reading websites in learning English, students are motivated to read reading texts online. When reading the text, students can immediately mark and make comments or ask questions. This makes them feel enthusiastic when asked to read online.

Develops Students' Communicative Competence

The next question is whether this technological media develops students' communicative competence. T2 and T3 answered "yes" which means they admitted that students became more communicative after using technology during learning.

On the other hand, T1 answered 'no' because according to him, the use of online quizzes made students focus too much on the questions and look for their answers so that there was less direct verbal communication with fellow students and the teacher.

Improves Teaching Efficiency

Furthermore, in the variable advantages of employing media technology in the classroom, all teachers responded "Yes". This means that all teachers agree that this technological media makes teaching more efficient. Being efficient in learning will save time and energy in preparing teaching materials even though it requires some additional equipment before starting class.

Enhances Interaction among Students and between Teachers and Students

Questions regarding enhancing interaction among students and between teachers and students were responded to "no" by T1. In response to the second previous question, they acknowledged that the use of this technology reduces students' opportunities to respond directly. As T1 said, students must read the questions carefully and answer the questions on time.

Meanwhile, T2 and T3 acknowledged that student interaction increased because students could discuss and ask questions and answers to fellow students and teachers more freely. The speaking

opportunity for students from T2 teachers is very large because the teacher asks students to practice what they watch on the YouTube Channel. Meanwhile, T3 responded that teachers could interact within the reading application or directly.

Creates a Conducive Teaching Environment in the Classrooms

The question is whether technological media in learning can create a conducive teaching environment in the classrooms. T1 and T3 agreed with this idea. This is like the use of technological media during learning. They use technological media as a student-centered tool. Where students must focus on what is provided on the website so that classes can be carried out in a conducive manner. Meanwhile, T2 felt that students had to use and apply what they had watched on YouTube in direct practice and discussions so the classroom atmosphere tended to be less conducive.

The final question in the variable advantages of media technology in the classroom is whether it provides opportunities for English teaching outside the classrooms, all three teachers responded "no". T1 said that the use of technological media in his class requires a PC. T2 said that to display teaching materials, she needs to use them in focus so she needs a closed room. Meanwhile, T3 also expressed the same idea as T2, she added that the website reading she used had to be done in a computer lab because students did not use mobile phones.

Disadvantages Of The Use

Emphasis on the Supplementary of Effective Teaching

The first variable in the disadvantages of the use of media technology in the classroom is whether the media technology is an emphasis on the supplementary of effective teaching, all teachers responded "yes". T1 explained that the use of learning media technology by teaching staff can make explanations of material that are interesting and not monotonous so that students are interested and remain enthusiastic about participating in teaching and learning activities. T2 herself said that technology in education is used as a facilitator to achieve learning goals. Additionally, T3 said that students can use technology in their education to increase their knowledge

Lack of Communication between Teachers and Students

Next, the question is whether technological media makes students lack of communication between teachers and students, T1 responded "Yes". This is similar to the previous question in that the use of online quizzes means teachers can only ask basic questions in the classroom and instruction. Meanwhile, this makes students less likely to discuss with teachers.

On the other hand, T2 and T3 responded "No". T1 said, "Students can still practice the results of the material studied because that is their assessment, focus on speaking skills." T3 also added, "Using this reading website provides an opportunity for students to express their ideas in the text in the form of comments to fellow friends and teachers."

Lack of Real-Time Teaching

The next question is whether the use of technological media can create a lack of Real-Time Teaching, T1 answered, "No". She explained that teachers must be able to manage time before using technological media in the learning process so that there is no shortage of time. Meanwhile, T2 and T3 responded positively to this statement. T2 said,

"The use of well-designed technological media in the learning plan should be in accordance with the existing duration. "For this reason, the teacher must have prepared what materials, applications, or websites, or what quizzes are suitable for the class."

T3 himself said that he employs an online reading website that requires students to focus on a chapter. This makes her limit the parts that must be read so that she meets the reading comprehension target that she wants.

Loss of Students' Logical Thinking

The next question is, "Does the use of technology make students loss of their logical thinking?" All teachers answered "no". T1 said, "Students need full concentration to be able to answer the questions in the quiz." This means students must think logically during learning.

Likewise, T2 explained that using YouTube during the learning process requires full concentration so that students can understand and practice the knowledge they have gained. Moreover, teachers use YouTube for speaking skills classes. So, students are required to be able to maximize the results of their viewing.

Meanwhile, T3 stated, "The use of technological media in the classroom requires concentration and critical thinking so of course it makes students think as logically as possible."

Expensive Way of Conducting Language Classes

The final question in the interview session was whether technology was an expensive way of conducting language classes, and all correspondents answered "Yes". The application of technology requires adequate space, sufficient devices to support the implementation of classes, as well as electricity and Wi-Fi requirements for internet access.

Discussions

T2, who utilizes video blogs from YouTube channels (On, Distance, & Covid-19: 2020) said teachers can fill in all the information related to the learning material being taught. Seen from the other side, students can download information that is appropriate to the desired topic and goals. The use of YouTube vlogs as a learning medium as well as a learning resource will at least change the way of learning and learning techniques so that they are not monotonous and that they can motivate students to learn something (Pada, Distance, & Covid-19, 2020).

According to her, the application of this interactive Video Blog is considered capable of improving creative aspects starting from reading, listening, and speaking so that students can motivate them during the English learning process, even vlogs are more effective compared to conventional media.

CONCLUSION

In terms of the advantages of multimedia technology in English Language Teaching, firstly, all three teachers agree (Yes) that it motivates students to learn English, indicating they believe the method encourages students to learn English. Secondly, Teacher 1 disagrees (No), while Teacher 3 agrees (Yes), suggesting some teachers feel this method does not necessarily improve communicative skills on statement "multimedia technology develops students' communicative competence." Thirdly, multimedia technology improves teaching efficiency, all three teachers agree (Yes), meaning they all

think the method enhances how efficiently teaching is carried out. Fourthly, Teacher 1 disagrees (No), but Teacher 2 and Teacher 3 agree (Yes), showing a divide in opinion about whether it promotes better interaction on statement “It enhances interaction among students and between teachers and students.” Next, multimedia technology creates a conducive teaching environment in the classrooms, Teacher 1 and Teacher 3 agree (Yes), while Teacher 2 disagrees (No), meaning some believe the environment in classrooms becomes better due to the method, while others do not. Lastly, statement “It provides opportunities for English teaching outside the classrooms,” all three teachers disagree (No), suggesting they don’t see the method offering opportunities for teaching English outside the classroom.

Moreover, the conclusions of teachers’ responses about disadvantages of multimedia technology in English Language Teaching are as follows: first statement “it emphasis on the supplementary of effective teaching,” all three teachers agree (Yes). They agree that this is a disadvantage, meaning they all believe there is an overemphasis on supplementary methods rather than focusing on the core effectiveness of teaching. Second statement “it is lack of communication between teachers and students,” only Teacher 1 agrees (Yes), while Teacher 2 and Teacher 3 disagree (No). Teacher 1 agrees (Yes), feeling that communication may suffer. Teacher 2 and Teacher 3 disagree (No), suggesting they believe communication between teachers and students remains strong despite the use of the approach in question.

Third statement, “it is lack of real-time teaching,” teacher 2 and Teacher 3 agree (Yes), while Teacher 1 disagrees (No). Teacher 2 and Teacher 3 agree (Yes), implying they feel that real-time interaction and teaching is compromised. Teacher 1 disagrees (No), suggesting that real-time teaching is not significantly affected in their view. Next, statement “it is loss of students' logical thinking,” all teachers disagree (No). All three teachers disagree (No), indicating they do not believe that the method leads to a loss of students' ability to think logically. Last statement, “expensive way of conducting language classes,” all three teachers agree (Yes). All three teachers agree (Yes), suggesting they feel the method is costly and might not be the most economical approach to teaching.

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