



ISSN 3063-7112

**AEJ (Advances in Education Journal)**



## ***The Implementation Of Multimedia Learning On Elementary Students' Achievement In English Alphabet At Sd Negeri 062 Mompang Jae***

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### **Abstract**

#### **History Artikel:**

Diterima 1 Desember 2025

Direvisi 10 Desember 2025

Diterima 15 Desember

2025 Tersedia online 21

Desember 2025

*The rapid development of educational technology in the 21st century has transformed English language teaching, particularly through the integration of multimedia learning. This study aims to describe the implementation of multimedia learning in teaching the English alphabet and to analyze its influence on elementary students' achievement at SD Negeri 062 Mompang Jae. This research employed a qualitative descriptive approach. The data were collected through classroom observations, interviews with teachers and students, and document analysis. The multimedia used included videos, songs, animated PowerPoint slides, and interactive games. The findings reveal that multimedia learning was implemented through visual and auditory activities that supported letter recognition, pronunciation, and writing skills. The use of multimedia increased students' motivation, participation, and understanding of the English alphabet. However, several challenges were also identified, such as limited technological facilities and teachers' lack of technical skills. Overall, multimedia learning contributed positively to students' achievement when implemented appropriately. This study provides insights into the use of multimedia in elementary English instruction, particularly in rural school contexts.*

#### **Key word:**

*multimedia learning, English alphabet, students' achievement, elementary school, English teaching.*

## Introduction/ مقدمة

The integration of technology has become an essential aspect of education in the 21st century. Teaching and learning processes are no longer confined to traditional methods such as textbooks and chalkboards but have expanded to include digital and multimedia-based instruction. This transformation has significantly influenced English language teaching, especially at the elementary school level, where students require engaging and meaningful learning experiences.

Multimedia learning refers to the use of words, images, sounds, animations, and videos to facilitate learning. According to Mayer (2001), students learn more effectively when information is presented through both visual and auditory channels rather than through verbal explanations alone. This approach allows learners to process information more deeply and enhances understanding and retention. In English language learning, multimedia can make abstract concepts more concrete and enjoyable, particularly for young learners who are still developing their cognitive and linguistic abilities.

At the elementary level, learning the English alphabet is a fundamental skill that serves as the foundation for reading, writing, and pronunciation. However, traditional teaching methods often make alphabet learning monotonous and less engaging. The use of multimedia such as alphabet songs, animated letters, educational videos, and interactive games can transform alphabet instruction into a more interactive and motivating experience. Clark and Mayer (2016) emphasize that multimedia integration promotes active learning and supports long-term memory, which is essential for young learners.

At SD Negeri 062 Mompong Jae, teachers have begun to integrate multimedia tools in teaching the English alphabet. These tools include PowerPoint presentations, videos, and songs that combine visual and auditory elements. Through multimedia, students are encouraged to actively participate in learning activities and improve their recognition, pronunciation, and writing of English letters. Nevertheless, the implementation of multimedia learning still faces challenges, such as limited facilities, technical problems, and teachers' lack of training.

Previous studies have shown that multimedia learning positively affects students' achievement. Hapsari (2022) reported that multimedia-based alphabet instruction improved students' letter recognition and retention, while Rahman (2023) found that multimedia increased students' motivation and confidence in English learning. Despite these findings, research focusing on the implementation of multimedia learning in rural elementary schools remains limited.

Therefore, this study aims to describe the implementation of multimedia learning in teaching the English alphabet at SD Negeri 062 Mompong Jae and to analyze its influence on students' achievement. The findings are expected to contribute to the improvement of English language teaching for young learners and provide practical insights for teachers and schools in similar contexts.

## Methods/**منهجية البحث**

This study employed a qualitative descriptive research design to investigate the implementation of multimedia learning in teaching the English alphabet and its influence on students' achievement. A qualitative approach was chosen because it enables an in-depth understanding of teaching practices, classroom interactions, and participants' experiences within a natural setting. According to Creswell (2014), qualitative research focuses on exploring phenomena based on participants' perspectives rather than measuring variables numerically. This design was considered appropriate to describe how multimedia learning was planned, implemented, and experienced in an elementary English classroom.

The research was conducted at SD Negeri 062 Mompang Jae, a public elementary school located in North Panyabungan, Mandailing Natal, North Sumatra, Indonesia. The school was purposively selected because it has begun integrating multimedia tools into English instruction while still facing limitations in infrastructure and teacher training. The study took place during the second semester of the 2025 academic year. The participants consisted of one English teacher and twenty-five fifth-grade students (Class 5A). Fifth-grade students were chosen because they are developmentally ready to engage with multimedia-based learning and are at a foundational stage of learning the English alphabet, including letter recognition, pronunciation, and writing.

The data in this study were obtained from both primary and secondary sources to ensure data credibility through triangulation (Miles & Huberman, 1994). Primary data were collected through classroom observations and semi-structured interviews. Classroom observations were conducted during English lessons to document how multimedia learning was implemented, including the types of media used, teaching procedures, and students' responses. The researcher observed students' participation, motivation, interaction, and engagement during multimedia-based activities such as watching videos, singing alphabet songs, and playing interactive games.

Semi-structured interviews were conducted with the English teacher and several students. The teacher interview focused on instructional planning, reasons for using multimedia, types of multimedia selected, perceived benefits, and challenges encountered during implementation. Student interviews aimed to explore their learning experiences, interest, motivation, and understanding of the English alphabet through multimedia learning. These interviews provided valuable insights into how multimedia influenced students' achievement from their own perspectives.

Secondary data consisted of documents and instructional materials that supported the primary data. These included lesson plans (RPP), teaching media, and multimedia resources such as PowerPoint slides, videos, songs, and interactive digital games used during the learning process. Document analysis helped the researcher examine the alignment between lesson planning and classroom implementation, as well as the suitability of multimedia materials for elementary students.

Data analysis was conducted using Miles and Huberman's (1994) interactive model, which consists of data reduction, data display, and conclusion drawing. Data reduction involved selecting and organizing relevant information related to multimedia implementation and students' achievement. The reduced data were then displayed in descriptive and thematic forms to identify patterns and relationships. Finally, conclusions were drawn by interpreting the findings and verifying them through data triangulation to ensure validity and reliability.

## نتائج البحث / Result

This chapter presents the findings and discussion of the research entitled "The Implementation of Multimedia Learning on Elementary Students' Achievement in English Alphabet at SD Negeri 062 Mompong Jae." The findings are derived from classroom observations, interviews, documentation, and are supported by questionnaire data. All data were analyzed using Miles and Huberman's (1994) interactive model, which consists of data reduction, data display, and conclusion drawing.

Based on classroom observations, English alphabet learning using multimedia was implemented in a natural classroom setting during regular English lessons. The teacher integrated various multimedia tools such as alphabet videos, pictures, audio pronunciation, and alphabet songs to support the teaching and learning process. Multimedia was not only used as a teaching aid, but also as a learning stimulus to attract students' attention and maintain their interest throughout the lesson.

The classroom atmosphere during multimedia-based learning was generally positive and enjoyable. Most students showed enthusiasm, actively participated in learning activities, and responded well to the teacher's instructions. Students appeared more focused when multimedia was displayed, especially during video and song sessions. Documentation in the form of lesson plans and classroom photographs confirmed that multimedia learning was systematically planned and implemented at different stages of instruction.

- **Specific result:**

### 1. The Implementation of Multimedia Learning in Teaching the English Alphabet

Observation findings revealed that the teacher implemented multimedia learning through three main stages: introduction, practice, and reinforcement. During the introduction stage, the teacher used alphabet videos and images to introduce English letters from A to Z. These visual materials helped students recognize letter shapes and associate them with sounds. In the practice stage, audio pronunciation and alphabet songs were used to guide students in pronouncing letters correctly. Students were encouraged to repeat the sounds both together and individually. In the reinforcement stage, students practiced spelling simple English words such as names and numbers.

Interview data supported the observation findings. The teacher stated that multimedia learning made it easier to explain abstract concepts and helped students understand letter sounds more clearly. According to the teacher, multimedia also reduced students' boredom and increased classroom participation.

**Table 1 Interview Results with the English Teacher**

No	Interview Question	Teacher's Response	Interpretation
1	Why do you use multimedia in teaching the English alphabet?	Multimedia helps students understand letters faster and makes learning more interesting.	Multimedia increases motivation and comprehension.
2	What types of multimedia do you usually use?	Videos, alphabet songs, pictures, and audio pronunciation.	Various media address different learning styles.

3	How do students respond to multimedia learning?	Students are more active and enthusiastic.	Multimedia encourages engagement.
4	Do you face challenges in using multimedia?	Sometimes technical problems occur, but they can be managed.	Challenges exist but do not hinder learning significantly.

## 2. Students' Achievement in Learning the English Alphabet

Based on classroom observation, most students were able to recognize English letters from A to Z after multimedia-based instruction. Students could identify vowel letters and distinguish them from consonants during practice activities. Furthermore, students demonstrated improvement in pronouncing letters correctly and spelling simple English words.

Documentation in the form of students' worksheets showed that students were able to write and identify letters accurately. Questionnaire data further supported these findings, as most students agreed or strongly agreed that they could recognize, pronounce, and spell English letters correctly. These results indicate that multimedia learning contributed positively to students' achievement in learning the English alphabet.

## 3. Students' Engagement, Confidence, and Attitudes toward Multimedia Learning

Observation findings showed that students were highly engaged during multimedia activities, particularly when alphabet songs and videos were used. Students enjoyed singing together and repeating letter sounds. However, some students were still hesitant to pronounce letters individually in front of the class.

Interview results with students indicated that they felt more comfortable learning English through videos and songs. Most students stated that multimedia made learning fun and helped them remember letter sounds more easily.

## 4. Questionnaire Results as Supporting Data

In addition to observation, interviews, and documentation, this study was also supported by questionnaire data collected from students after the implementation of multimedia-based English alphabet learning. The questionnaire aimed to identify students' perceptions of their understanding, learning experience, and attitudes toward multimedia learning.

The questionnaire results showed that most students gave positive responses toward multimedia-based learning. The majority of students agreed or strongly agreed that they could recognize English letters from A to Z, mention vowel letters, distinguish vowels from consonants, pronounce letters correctly, and spell simple English words. Students also reported that the teacher's explanation was easy to understand and that the use of songs, games, and learning media made learning more enjoyable.

However, the questionnaire also revealed that students' confidence in pronouncing letters and spelling words in front of the class varied. Some students still felt shy when speaking individually. Nevertheless, almost all students expressed positive attitudes and enjoyment toward learning the English alphabet using multimedia.

**Table 2 Students Questionnaire**

**Subject:** English  
**Topic:** English Alphabet  
**Grade:** V (Five)

**A. Identitas Siswa / Student Identity**

Nama / Name : All Students  
 Kelas / Class : 5A

**Petunjuk / Instruction:**

Beri tanda ✓ pada kolom yang sesuai. (Put a ✓ in the correct column.)

**B. Kuesioner Siswa / Student Questionnaire**

No	Pernyataan (Bahasa Indonesia)	Statement (English)	Sangat Setuju / Strongly Agree	Setuju / Agree	Kurang Setuju / Disagree	Tidak Setuju / Strongly Disagree
1	Saya mengenal huruf A sampai Z dalam bahasa Inggris.	I know the English letters from A to Z.	✓			
2	Saya dapat menyebutkan huruf vokal (A, E, I, O, U).	I can mention the vowels (A, E, I, O, U).	✓			
3	Saya bisa membedakan huruf vokal dan konsonan.	I can distinguish vowels and consonants.		✓		
4	Saya bisa mengucapkan huruf alfabet bahasa Inggris dengan benar.	I can pronounce the English alphabet correctly.	✓			
5	Saya bisa mengeja kata sederhana dalam bahasa Inggris (name & number)	I can spell simple English words(name & number)	✓			
6	Penjelasan guru mudah saya pahami.	The teacher's explanation is easy to understand.	✓			
7	Lagu dan permainan alfabet membuat belajar menyenangkan.	Alphabet songs and games make learning fun.	✓			
8	Media pembelajaran	Learning media help me learn the alphabet.	✓			

No	Pernyataan (Bahasa Indonesia)	Statement (English)	Sangat Setuju / Strongly Agree	Setuju / Agree	Kurang Setuju / Disagree	Tidak Setuju / Strongly Disagree
	membantu saya belajar alfabet.					
9	Saya berani mengucapkan huruf dan mengeja kata di depan kelas.	I am confident to say letters and spell words in front of the class.		✓		
10	Saya senang belajar English Alphabet.	I enjoy learning the English Alphabet.	✓			

### Discussion / مناقشتها

The findings of this study indicate that multimedia learning plays an important role in improving students' achievement in learning the English alphabet at SD Negeri 062 Mompong Jae. The use of multimedia tools such as videos, images, audio, and songs helped students recognize letters, pronounce them correctly, and differentiate vowels from consonants. These findings support learning theories that emphasize the importance of visual and auditory stimulation for young learners.

Students' high level of engagement during multimedia-based learning reflects the effectiveness of multimedia in creating an interactive learning environment. This finding aligns with constructivist learning theory, which states that students learn best when they actively participate in the learning process. Multimedia learning also increased students' motivation and enjoyment, which are crucial factors in successful language learning at the elementary level.

However, the findings also revealed that some students still lacked confidence in speaking individually. This suggests that while multimedia supports cognitive achievement and engagement, affective aspects such as self-confidence require continuous practice and teacher support. Teachers are encouraged to provide gradual speaking opportunities and positive reinforcement to help students build confidence.

Overall, the implementation of multimedia learning at SD Negeri 062 Mompong Jae was effective in enhancing students' achievement in learning the English alphabet. Multimedia learning not only improved students' academic understanding but also created a positive and enjoyable learning experience.

### Conclusion / الخلاصة

This study concludes that multimedia learning plays a significant role in enhancing elementary students' achievement in learning the English alphabet at SD Negeri 062 Mompong Jae. The integration of videos, images, audio, and songs effectively supported students in recognizing letters, improving pronunciation, and distinguishing vowels from consonants. These findings confirm the relevance of learning theories that emphasize the use of visual and auditory stimulation to support young learners' language development.

Multimedia-based instruction also created an interactive and engaging learning environment, which encouraged active student participation and increased motivation. Such engagement contributed positively to students' learning experiences and facilitated better understanding of basic English concepts. However, despite these positive outcomes, some

students still demonstrated limited confidence in individual speaking activities, indicating that affective aspects of learning require ongoing teacher guidance and reinforcement.

Overall, multimedia learning proved to be an effective instructional approach for teaching the English alphabet. It not only improved students' academic achievement but also fostered an enjoyable learning atmosphere. Therefore, the study recommends the continued and well-planned use of multimedia learning, accompanied by supportive teaching strategies, to maximize both cognitive and affective outcomes in elementary English education.

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