E-Clue *Journal of English, Culture, Language, Literature,and Education* published by English Education Department Faculty of Languages and Arts, Universitas Negeri Manado, Vol. 11 No. 2, pp. 338-355

Multimedia in Translation Class: A Technology Acceptance Model

Refika Andriani[1*], Herdi[2], Destina Kasriyati[3]

[1]*English Education Department, Universitas Lancang Kuning, Pekanbaru, Indonesia*
E-Mail: Andrianirefika86@gmail.com

[2]*English Education Department, Universitas Lancang Kuning, Pekanbaru, Indonesia*
E-Mail: herdi@unilak.ac.id

[3]*English Education Department, Universitas Lancang Kuning, Pekanbaru, Indonesia*
E-Mail: destina@unilak.ac.id

ARTICLE HISTORY

Receive : 03 October 2023
Accepted: 16 December 2023
Published: 18 December 2023

KEYWORDS

Multimedia
Translation
Technology Acceptance Model

ABSTRACT

In the era of revolution industry, it is believed that the integration of technology in the language learning activity widely increase. The purpose of the research was to investigate the implementation of multimedia as technology integrated in the Translation course learning activity. A quantitative approach is employed in this study with 47 students from English Education Department of Univesitas Lancang Kuning selected by using total sampling technique. This research was descriptive quantitative using survey design. The data collected by using a Likert Scale questionnaire with three indicators of Technology Acceptance Model (TAM) namely perceived usefulness, perceived ease of use, and attitude toward using. After that, the data was analysed by using descriptive statistic. Overall, it was found that the statistical data of multimedia implementation in the Translation course is about 3.99. It is claimed into "moderate" category. It indicates that the multimedia implementation in the Translation course helps the students to be more confident during the class. It also makes students enjoy the learning process. Multimedia also made the learning process become effective and efficient.

Corresponding Author:

Refika Andriani
Universitas Lancang Kuning
Email: andrianirefika86@gmail.com

INTRODUCTION

In the era of revolution industry 4.0 with the increasingly integrated information and communication technology (ICT) requires innovation in all aspects of life. One of the innovations is in the field of education. For developing the quality of education in this era, learning process is better implemented by using media. Using information and communication technology is identified as the innovations in learning. The information technology can be multimedia which include internet, computer, television, social media, and other similar things. Using multimedia in

the process of teaching and learning can assist educators in conveying the material in class and making variations in teaching to create pleasant learning conditions and time become more efficient. Multimedia can also help students understand the material and stimulate their curiosity to learn. Multimedia is a display that is designed to appearance learners the function of messages delivering and having interaction activity with users. The interactive activity of multimedia is divided into two aspects. First, there is an interaction between the users and the application program. Second, the information is presented based on the user's want and needs.

Waryanto (2008) stated that the technology of multimedia enables the students easier to get the expected information. Besides that, Vaughan (2014) stated that learning activities by using multimedia can visualize application to be very interesting and more interactive so that leaners feel enjoy in following the learning activity. Thus, it can be concluded that using multimedia in the learning activities make positive impression for both teachers and learners. As the result of research conducted by Hidayati (2017) shows that using multimedia is more efficient than conventional learning. This is evidenced by the average score of the experimental class (78.67) higher than the average score of control class (56.48). In addition to the high average score, the quantity of the learners who passed in the experimental group was more than control group. It was found that nineteen students in experimental group with 79.17% of completeness percentage and 4 students with 16% of completeness percentage.

Translation course at English Language Learning Education of Universitas Lancang Kuning was implemented by using multimedia integration. Multimedia in the translation learning process reflected by the use of online visual application optimally. It presents the students' need of the learning material through an interesting appearance Because multimedia basically purposes to entertain the users. For practice, students allow to use various machine translation such as *google translate, u-dictionary, or i-translate* online application. It is expected to be able to motivate and have an impact on changing the way and better students learning outcomes. On the other words, it aims at improving the students' learning process quality towards the desire learning outcome. The skill of lecturers who teach Translation course in managing multimedia as a learning media, of course can also have a positive influence on leaners' activity.

Munday (2022) states that translation is one of the principle subjects in English Language Learning Education or English Literature. It defines as the academic study which analyses about the theory and phenomenon about translation. This subject expects the students to be able to apply the theories in the practice of translation activities relates to the various original written texts from a source language into other target languages. In line with it, Larson (1997) mentions that there are some steps that should be paid attention by the translator for producing the meaning accurately. First, the translator should learn about words and their meaning, language structures, the communication's context, and original

source text culture. Then, translator must be capable of analysing the source language text to find out the intended meaning. Last, the translator should be able to restructure the meaning equivalently between the source language (SL) and the target language (TL) including their cultural background.

Furthermore, researcher agreed that multimedia is one of the best learning media because it requires more than one sense simultaneously. It addresses the sense of sight and hearing simultaneously. Therefore, it is crucial to investigate the implementation of multimedia as technology integrated in the learning activity of Translation course from the students' point of view. So that, this article discusses about the students' perception regarding to the multimedia usage in their Translation course activities. The theory of individual acceptance of information and communication technology usage in their activities which is called by Technology Acceptance Model (TAM) was used to gather information about it.

REVIEW OF LITERATURE

According to Rohmalina Wahab (2018) learning is essentially an activity carried out consciously by someone who produces new knowledge and skills as well as in the form of positive attitudes and values so that students can produce the change in behavior in themselves. During leaning activities, there is a process of interaction between participants and learning resources, both in the form of facilitators, namely teachers the form of inanimate activities. According to Barry Morris in Rusman (2010), the patterns of learning are grouped into four, such as traditional 1, traditional 2, teacher and media learning, and media learning.

Translation

"Rendering the meaning of a text into another language in the way that the author intended the text" is the definition of translation, according to Newmark (1988). Meanwhile, Bell (1991) defines translation as "the expression of what has been expressed in another language (or target language), while maintaining semantic and stylistic equivalency". Translation as a form of expressing one language into another language as the target language, by observing the semantic and equivalence.

Nida and Taber (1982) said that equivalence in form, which is referred to as style, is also an important consideration in translation process. Equivalence of forms is more emphasized at the macro level because the differences in the structure of SL and TL generally make the equivalence at the micro level difficult to realize. In addition, the aspect of equivalence in meaning continues to be the most important factor in the translation process. There are several types of translation, such as (1) Translation. This term refers to all written translation activities with the example of product are novels, textbooks, letters, and other similar things. (2) Interpreting: a type of translation that is oral, so it is often also called oral translation. Interpreting

has two main aspect such as consecutive oral translation and simultaneous oral translation. (3) Audio-visual translation: is a type of translation that involves audio-visual media, for example film and video game translation. Two popular types of audio-visual translation are subtitling and dubbing.

What varieties of multimedia are appropriate for implementation within the context of a translation class? It is imperative that you provide a more extensive analysis of this issue, as it is one of the variables posited within the title of this investigation.

Multimedia in Learning

Multimedia is a tool that consists of combination of various elements. According to Munir (2012) multimedia have different meanings from different point of view. In general, multimedia relates to the use of various types of media with the purposes presenting information. For example, music video is a form of multimedia because the information uses audio and video. Surjono (2017) stated that multimedia is an integrated and various media combination such as text, image, sound, animation, video, and others through computer or electronic equipment to achieve a certain goal.

The technology in information is always related to the use of computers, interactive, and independent. Now, a lot of multimedia is used in the learning activites. Learning process based on multimedia is a learning design that is made to facilitate students in learning. By using multimedia, it is possible for students' participation, concentration, and interest to increase. Creswell, (1989:1) said: "…Provide students the opportunity to actively participate in any computer-based instruction. To put it simply, computer-based instruction's (CBI) purpose is to instruct". Besides that, Gayestik (1992) stated that multimedia is an interactive communication system that runs on a computer and can create, save, present, and retrieve text, graphics, music, video, and animation.

The main characteristic of the teaching and learning process that uses the benefits of Information and Technology is combining various materials such as text, sound, and images. That all are operated using a computer. Learning using computer media is very beneficial for students because it can encourage students' curiosity and make students able to try new things. Therefore, in using computer media when learning must pay attention to visual principles, such as easy on the eyes, simple, attractive, useful, accurate, reasonable, and structured. These are the components in interactive learning multimedia.

Sound

In technology of multimedia, sound card is an important thing while making a multimedia application. By using a sound card, computer can process voice data in analog form and convert it into digital form then save it in a file with the sound

data type. Some of the standard formats for this file include waveform (WAV), MIDI (Musical Instrument Digital Interface). The sound source is obtained with the following equipment: microphone, Open-Reel Videotape, audio cassette, CD, video cassette, MIDI instrument.

Image

Basically, an image format can be presented in two types, such as bitmap and vector. The difference between these two formats is that the bitmap file contains RGB colour information in each pixel. The vector does not contain RGB information. Bitmap files can be seen immediately the variety of colours that can be stored. But the more colour information stored, the more bytes of memory that will be used to store the bitmap file. In addition to using a large enough memory, bitmap files have the disadvantages that when enlarged, the image will appear broken. It's different with vectors when enlarged, the image doesn't look broken. Even though enlargement vector images are better than bitmaps, in many multimedia program developers use bitmap type in presenting images. This is because in the multimedia concept the presentation of images is made as attractive and good as possible, and this can be done by bitmap types that have a variety of colours. Image sources can be obtained with scanner equipment, camera, and other similar things. Much software can be used to process image source, including Corel Draw and Adobe Photoshop.

Animation

Animation is a change from one image to the next so that it can form a certain movement. Animation denotes an art of graphic images that mimic motion and contain sound matching. Animation has two different types, such as cast based, and frame based. Case-based animation which is popular called by object animation, which is a form of animation in each object in the display, which separate element that has an image arrangement, shape, size, colour, and speed. A display script is controlled by the objects' placement and movement in each frame of animation. Frame based animation is a screen or frame shown in sequential speed. Changing the screen from one to other frames will produce an animation. Each single frame can be converted into a unique entity, as these changings are reflected in the image that is visible for a certain period. Some programs that can be used to process animation include Flash Macromedia, Swift 3D, Swish, and Adobe After Effect.

Video

Video is an element that require to be presented as a completeness in a multimedia application. Input of analogue video data to be entered into a computer

must be equipped with an additional card called a video card. Video sources can be obtained with equipment, including analogue video cameras, digital video cameras, and other similar things. Sound source processing can be done with several software, including Movie Capture, Movie Editor, MPEG Encoder, VCD Creator, and Adobe Premiere. Movie Capture software is used to retrieve audio/video data that will be converted into a VCD video. Movie Editor software is, for processing (cutting frames, changing colour elements, brightness, and darkness of video presentation) audio/video data that will form a Video CD. MPEG Encoder software is used to translate audio/video file data formats into standard video CD formats in MPEG (Motion Picture Experts Group).

Text

In addition, text is a crucial element multimedia that cannot be left out, because text can help complete the information needed by the user which cannot be conveyed only by using attractive image displays. So that the delivery of this information can be done using text. By combining the display of images, sound, video, and text, interactive and communicative information can be produced.

Interactivity

Rob Phillips (1997:8) explained the meaning of interactive as a method of giving learners more authority over their education sources. In this context, the learning resources is learning by using computer-based teaching materials. Yuliana, Susilaningsih, and Abidin (2022) stated that the integration of media in learning, in fact, can overcome problems that often arise in learning, especially in learning that use conventional methods. Media integration in learning can make learning more innovative and creative. The combination of media make learning process is easier to convey and understand by students. In other words, learning media has benefits in the learning process because help educators and students easier to organize learning activities.

When viewed from a functional perspective in a learning process, Smaldino and Russel (2005) stated that media is able to help present a positive learning atmosphere where students actively motivated to participate in learning process. In accordance with that, Arsyad in Andriani (2016) stated that one of the functions of learning media is as a tool that support learning process which can affect learning environment that fully managed by teacher. So, to make the class more enjoyable, it is important to use media to make students active in learning activities.

Technology Acceptance Model (TAM)

The use of technology such as multimedia is a great way to support the learning process. It makes the teachers easy to deliver the learning materials and

also facilitate the students to follow the learning activity more effectively and efficiently. Technology Acceptance Model (TAM) is a kind of theory used by researchers widely to explain individuals' acceptance of information and communication technology usage in their activity. It is a very popular model to determine the users' acceptance of the information and communication technology. This model has been developed by Davis since 1989.

The Technology Acceptance Model (TAM) posits two key metrics for gauging individuals' inclination to adopt a technological system. These metrics, namely perceived usefulness and perceived ease of use, play pivotal roles in shaping attitudes toward the technology in question. These indicators serve as influential determinants of behavioral intentions, offering a comprehensive framework to assess individuals' willingness to embrace and engage with a given technological system. The significance of these metrics is visually represented in the accompanying diagram, illustrating the interconnected relationship between perceived usefulness, perceived ease of use, and the overall attitude towards technology adoption. This theoretical model provides a valuable lens through which researchers, educators, and technology developers can analyze and understand the factors influencing users' acceptance and utilization of technology, paving the way for informed strategies to enhance the user experience and foster widespread adoption.

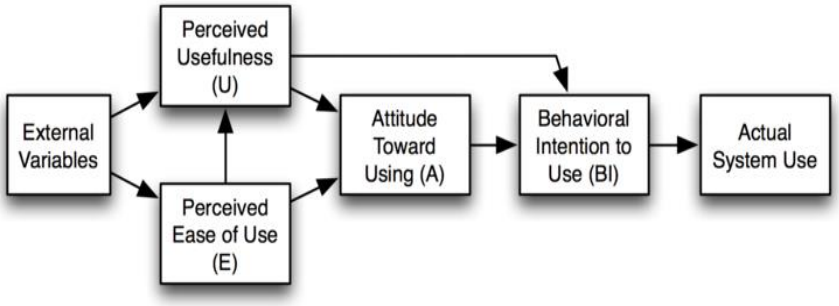

Figure 1: Technology Acceptance Model (Davis, 1989)

Some researchers state that using TAM offered the easy and quick research related to the user's acceptance of the information and communication system (Lee, Kozar, & Larsen, 2003). In this research, there were three indicators used to describe the students' acceptance of using multimedia in their "translation" subject. They are perceived usefulness, perceived ease of use, and attitude towards using.

RESEARCH METHOD

This research used quantitative descriptive design with the data analyzed as the research instrument is the students' response questionnaires by using indicators of TAM. The respondents were all the third semester students who had

"translation" course for about 3 credits. So, there were 38 female students and 9 male students of English Language Learning Education had been selected by using the total sampling technique.

Data analysis techniques obtained from questionnaires were analyzed using descriptive statistics to find out Sum of score, Mean, Standard Deviation, and Percentage (Creswell, 2012). After that, the researchers used a reference to the arithmetic mean scale and score categories from Katz & Kahn (1978).

Table 1. Questionnaire Count Mean Scale and Categories

No	*Average Score Scale*	*Category*
1	1.00 – 2.49	**Low**
2	2.50 – 3.99	**Moderate**
3	4.00 – 5.49	**High**

Katz & Kahn (1978)

FINDINGS AND DISCUSSION

Findings

In the dynamic landscape of contemporary education, the integration of multimedia technology into translation classes represents a pivotal juncture, ushering in a new era of pedagogical innovation and transformative learning experiences. This research delves into the intricate dimensions of "Multimedia in Translation Class: A Technology Acceptance Model," aiming to unravel the complexities surrounding the adoption and utilization of multimedia tools within the context of translation education. The significance of this study is underscored by the increasing recognition of multimedia as a potent catalyst for fostering language proficiency, cultural understanding, and effective communication in an interconnected world.

Within the evolving field of translation studies, the demand for proficient language translators is burgeoning, and educators are increasingly turning to multimedia resources to enrich the learning environment. The Technology Acceptance Model (TAM) serves as the conceptual lens through which this investigation navigates the landscape of technology integration, providing a theoretical framework to elucidate the factors influencing the acceptance and usage of multimedia tools by both educators and students. By exploring the interplay of perceived usefulness, perceived ease of use, attitudes, and behavioral intentions, this study aims to contribute nuanced insights into the dynamics shaping the successful implementation of multimedia in translation classrooms.

As technology becomes inseparable from the educational experience, understanding the intricate relationships between educators, students, and

multimedia resources is paramount. This findings section serves as a comprehensive repository of empirical data, presenting a rich tapestry of observations, trends, and correlations that inform our understanding of how technology is embraced in the field of translation education. Through a meticulous analysis of these findings, we aspire to provide valuable guidance for educators, curriculum designers, and policymakers seeking to optimize the integration of multimedia in translation classes, thereby fostering a more engaging, effective, and technologically adept learning environment.

The purpose of this study was investigating multimedia implemnentation as technology integrated in the learning process of Translation course from the students' perspective. For gathering the data, researcher used three indicators of Technology Acceptance Model proposed by Davis (1989). It has three indicators, they are Attitude Towards Using, Perceived Usefulness, and Perceived Ease of Use.

The data analysis from the "attitude toward using the multimedia" indicator resulted that students in participating in the Translation class using multimedia was categorized into "high". This can be known from the response data on each student statement where students stated that multimedia made them feel confident when studying with an average score 4.06 in "high" category. Then, students stated that they were active in following the process of learning by using multimedia. It has average score about 4.02 which was categorized into "high". Next, using multimedia in the learning process of Translation courses can broaden students' way of thinking in learning with an average score of 4.18, the "high" category. In other words, all students show a positive attitude in Translation learning process using multimedia. The table below show the presentation of the data on "attitude" indicator.

Table 2. The Result of Data Analysis on Attitude Towards Using

No	Statement	STS		TS		N		S		SS		Mean	St. Dev
		F	P	F	P	F	P	F	P	F	P		
1	I feel confidence when studying by using multimedia	0	0,00	1	1,96	7	13,73	25	49,02	18	35,29	4,06	0,76
11	The use of multimedia has improved my confidence for engaging in the learning process actively	0	0,00	2	3,92	10	19,61	24	47,06	15	29,41	4,02	0,81
13	The use of multimedia expands my point of view related to learning.	0	0,00	0	0,00	9	17,65	24	47,06	18	35,29	4,18	0,71

On the "Perceived Use" indicator, using multimedia in the Translation learning process enabled the students to follow each step of the learning process

presented easily. Using multimedia also easier the students to get the various up-to-date learning material from around the world. It actually gave chance for students to be active in improving their knowledge. In the other hands, using multimedia made the learning process become effective so that students were motivated to be active. Based on the data of "Perceived Usefulness indicator", researcher found that students gave very positive response from the highest average score presented, it was about 4.37 in the "high" category. Besides that, students also stated that the use of multimedia easier them to obtain up-to-date and various material. This statement had the average score about 4.31 with the "high" category. In another statement about the effectiveness of multimedia usage in the learning activities received a response from the students with an average score about 4.01 in the "high" category. The table below show the presentation of the data on "perceived use" indicator.

Table 3. The Result of Data Analysis in Perceived Usefulness

No	Statement	STS		TS		N		S		SS		Mean	St. Dev
		F	P	F	P	F	P	F	P	F	P		
2	The use of multimedia ease the students in following the learning process.	0	0,00	1	1,96	3	5,88	22	43,14	25	49,02	4,37	0,69
3	Multimedia made the learning process more effective	0	0,00	1	1,96	10	19,61	23	45,10	17	33,33	4,10	0,78
4	The use of multimedia gave a lot of chances for learning	1	1,96	0	0,00	6	11,76	18	35,29	26	50,98	4,27	0,85
5	The use of multimedia ease the students to get various and current learning material	1	1,96	0	0,00	4	7,84	21	41,18	25	49,02	4,31	0,81
6	The use of multimedia made students learning actively	0	0,00	1	1,96	18	35,29	20	39,22	12	23,53	3,84	0,81
7	I could learn effectively without using multimedia	7	13,7	16	31,37	21	41,18	5	9,80	2	3,92	2,73	0,97
8	The use of multimedia in learning process needs a lot of budget	8	15,7	15	29,41	19	37,25	6	11,76	3	5,88	2,78	1,10

On the "perceived ease of use" indicator of multimedia usage in translation course shows that there are a lot of ease which were provided to the students in learning by using multimedia. It allows students to get the comfortable environment for translation learning activity. It developed the students' capability

in engaging their selves in learning and facilitate the students to be more actively expressing their communication skills. From the result of data analysis, it found that multimedia usage in learning carried the communication and discussion chance for students. Students could exchange their knowledge related to the learning material. It proved by the statement "The use of multimedia gave the chance for discussing with classmates" which have got the highest average score about 4.20 with the "high" category. Then, students stated that multimedia can encourage their motivation in expressing ideas and opinions to the lecturer. These statements received an average score of response about 4.14 which was categorized into "high". In addition to that statement, students also mentioned that using multimedia in learning process can raise the standard of learning achievement. This statement obtained a score of 4.08 in the "high" category. Overall, students gave a positive response to the "perceived ease of use" indicator of the use of multimedia in learning process for Translation course. The table below show the presentation of the data on "perceived ease of use" indicator.

Table 4. The Result of Data Analysis in Perceived Ease of Use

No	Statement	STS		TS		N		S		SS		Mean	St. Dev
		F	P	F	P	F	P	F	P	F	P		
9	The use of technology in learning could improve my learning quality	0	0,00	2	3,92	11	21,57	19	37,25	19	37,25	4,08	0,87
10	The use of multimedia in learning is able to bridge the students and lecturer	0	0,00	0	0,00	10	19,61	24	47,06	17	33,33	4,14	0,72
12	The use of multimedia made me able to express my ideas better.	0	0,00	1	1,96	7	13,73	27	52,94	16	31,37	4,14	0,72
14	The use of multimedia gave the chance for discussing with classmates	0	0,00	1	1,96	7	13,73	24	47,06	19	37,25	4,20	0,75
15	I able to learn well without using multimedia	10	9,61	12	23,53	22	43,14	6	11,76	1	1,96	2,59	1,00

From the results of the data analysis using the theory of TAM with three indicators such as attitude toward using multimedia, perceived use of multimedia, and perceived ease of use of multimedia at English Language Learning Education in Universitas Lancang Kuning provides benefits in the learning process. On the

indicator of attitude toward using multimedia, based on the result of data analysis, it defines that multimedia gave confidence to students to be able to take part in learning actively. It means that students feel that the existence of multimedia integration in learning process make them able to think more critically and broadly, it also leads the students to be more active in improving their knowledge or skill regarding to the theory which should be implemented in translation activity. The average score for this indicator has got score about 4.08 in the "high" category and a standard deviation value was about "0.76". In conclusion, the perceived use indicator of the use of multimedia in indicates that the learning process of translation was easier to be implemented. Learning process also being more effective which provides the students the wide opportunity to access various and up-to-date learning material from around the world freely. It was increasing the learners' engagement with the learning process. However, the integration of multimedia in Translation course also requires additional cost to support the availability of learning facilities. The average score for perceived use indicator was about 3.90 with "medium" category and a standard deviation value was about 0.85. On the Perceived Ease of Use indicator, it is known that the use of multimedia in Translation class created the positive atmosphere of discussions and communication among students and lecturer. It defined that the incorporating multimedia and other forms of technology into the educational process assisted the students to express ideas related to learning materials easily. This certainly make the learning attended by students to be on higher quality. Overall, technology integration through multimedia in translation course in English Language Learning Education of Universitas Lancang Kuning is in the "medium" category with an average score was about 3.99 and a standard deviation value was about 0.81. The table below presents each indicator's average score and standard deviation.

Table 5. The Result of Multimedia Usage Data Analysis

No	Indicator	Mean	St. Dev
1	Attitude	4.08	0.76
2	Perceived Use	3.90	0.85
3	Perceived Ease of Use	3.99	0.81
	Average	**3.99**	**0.81**

Discussion

This study informs that technology integration in learning activities has a very big influence. Most students rely on the multimedia usage in the learning activity in Translation course. This shows that there has been a significant change of the learning model form the conventional learning model to a modern one in accordance with the industrial revolution 4.0 era where the integration of technology has significantly changed the perspective and learning style of students.

The translation learning process becomes more effective with the use of multimedia. Students feel more confident and find it easier to access learning materials. As stated by Rana (2013), with the use of technology, learners may now comprehend the wider picture of society and not simply be limited to what their teachers and institutions teach them in the classroom. It can be said that with the amazing advancement of more recent technologies like multimedia, English instruction has undergone a significant transformation. Since technology can draw in language learners, it offers a plethora of possibilities that make instruction engaging and effective.

As stated by Gayestik (1992), Multimedia is an interactive communication system that runs on computers and can create, save, present, and retrieve text, pictures, sound, video, and animation, among other types of information. It can be defined that the main characteristic of teaching and learning activity that uses the benefits of Information and Technology is combining various materials such as text, sound, and images. They are all operated using a computer which is very beneficial for students because it can encourage students' curiosity and make students able to try new things. Therefore, in using computer media when learning must pay attention to visual principles, such as easy on the eyes, simple, attractive, useful, accurate, reasonable, and structured. These are the components in interactive learning multimedia.

Related to this, Vemsi Damopoli, Nursiya Bito, and Resmawan (2021) in their research entitled "*Effectiveness of Multimedia-Based Learning Media on Quadrilateral Material*" found that using quadrilateral multimedia in learning mathematics works effectively where every aspect of the educator's ability to manage learning achieve effective criteria. Meanwhile, based on the data it is known that the activities of learners also achieve effective standard. The results of this study are also supported by the findings of Nugroho Adi Suryandaru in in 2020 concerning to "*Implementation of Multimedia in Effective Learning*". The research method was Meta-analysis, which the research is carried out by summarizing, reviewing, and analyzing research data from previous research results. He found that the use of multimedia in learning can improve students learning outcomes from the lowest 0.1% to the highest 1.2%.

In the same way, Arianto A. Diu, Abdul Djabar Mohidin, Nursiya Bito, Sumarno Ismail, and Resmawan, in their research (2022) related to "the use of interactive multimedia in learning mathematics to build curved tube sides", found that the use of Interactive multimedia in learning mathematics about curved tube sides reached the "very good" category, with indicators: the teacher's ability to use interactive multimedia in learning is 84%, students activities in learning using interactive multimedia are 84%, students' positive responses to interactive multimedia are 85%. So, it can be concluded that Learning quality is altered for the better when multimedia is used in the classroom. In accordance with its characteristics, multimedia is a combination of text, sound and images, all of which

are operated using a computer and can attract students' learning interest. The learning process followed by students becomes more effective and efficient. Students find it very helpful to access the latest materials being discussed. Apart from that, students can also hold discussions at any time with colleagues regarding the material being discussed.

Besides that, multimedia also leads the students to be independent in their learning activity. They can decide their learning style and take responsibility to for their learning outcome, they should consider and understand to the consequence of choices they take. Shadiev, R., Hwang, W.-Y., and Liu, T.-Y. (2018) states that autonomy learning facilitates the students to make a plan, guide, monitor, reflect the learning activity, identify and choose the relevant learning resources. It also assisting students in doing their own learning progress evaluation. For instance, learner manage individual task using calendar. It will be their guideline for their learning achievement. For language learning, it assists students to get the authentic learning material such as taking natural picture and recording the audio file such as sound of raining. Then, students may describe it in written or tell orally. After that, students may recheck it and do reflection. In addition, multimedia in translation class provide the students with the online dictionary. It supports the students in translating the foreign language vocabularies. In sharing facility of the multimedia, students are provided by sharing facility. They may monitor others' work and get inspirational ideas for their own works. Besides that, students can compare their work with others for monitoring their learning improvement.

In line with that, Wang (2015) and Pun (2014) explain that Multimedia technology has long been acknowledged as a useful instrument for raising the caliber and efficacy of English language instruction. It has been especially helpful in non-native English speaking nations, where it has assisted in addressing the difficulties that both educators and students encounter. Additionally, Gilakjani (2012) discovered that multimedia significantly contributes to the motivation of EFL students and increases their enthusiasm in studying English. All things were considered, these studies demonstrate how multimedia technology can change the context in which English is learned. In other hands, Multimedia learning platforms provides potential method for enhancing students' linguistic comprehension. Teachers look for the best approach to use multimedia technologies to improve the environment in which foreign languages are taught and learned.

Goes along with it, Andriani (2019) mentions that using multimedia or digital application in teaching and learning activity of the language could assist the teacher in delivering the lesson effectively and it also support the students in understand the lesson well. It emphasizes the learner to be more aware of their own learning style. Learners have to be responsible for their success in learning by setting the goal and take the steps has been planned. It supports the finding of this research which in the translation class students may foster their capability of implementing the theories of translation into practice after gathering all learning material relates to the

topic discussed. It also supports by Boswood (1997), as the part of online learning, multimedia allows the students to enjoy their learning activities. So that, students are able to achieve their learning goal.

It is logical for language educators to incorporate multimedia technology into their classroom and assessment strategies, aligning with the continued integration of computer-assisted learning methods, movies, and videos, which have become increasingly accessible. According to Healey et al. (2008), the integration of technology in classrooms is instrumental in propelling educational institutions toward a more promising future. Given the pervasive nature of technology in students' lives, it presents an opportunity for language instructors to leverage innovative and engaging approaches in language education. English language educators, in particular, can harness technology to its fullest potential when instructing non-native English speakers. Noteworthy benefits of multimedia technologies include the capacity to motivate students to actively participate in English language learning, enhance their communication skills, foster interaction between students and teachers, create an enriching learning environment, and extend learning activities beyond the confines of the traditional classroom setting. This integration aligns with the evolving educational landscape, acknowledging the intrinsic connection between technology and effective language instruction for a diverse and technologically immersed student population.

CONCLUSION

From the three indicators of Technology Acceptance Model, perceived usefulness, perceived ease of use, and attitude towards using multimedia in the learning process of translation course, it can be concluded that it is very supporting students' activities. It motivates the students to be more active because all the steps in learning run effectively and efficiently. Students feel comfortable and confident to follow the class because they can discuss with lecturer and classmates. Besides that, students were also able to get current and various material offers from around the world. On the other hands, multimedia has an important role for today's learning system. It provides the learners' needs to fulfil the requirements as the part of *society 5.0*. Finally, the researcher concluded that using multimedia in the learning process is very recommended.

REFERENCES

Abbas Pourhosein Gilakjani. (2012). "The Significant Role of Multimedia in Motivating EFL Learners' Interest in English Language Learning". *International Journal of Modern Education and Computer Science (IJMECS*), vol.4, no.4, pp.57-66. DOI:10.5815/ijmecs.2012.04.08

Ali Alammary, Judy Sheard, A. C. (2014). Blended learning in higher education: Three different design approaches Ali. *Australasian Journal of Educational Technology*, 30(12).

Anders, A. (2015). Theories and Applications of Massive Online Open Courses (MOOCs): The Case for Hybrid Design. *International Review of Research in Open and Distance Learning*, 16(6), 39–61. https://doi.org/10.19173/irrodl.v1 6i6.2185

Andriani, R. (2019). Digital Application in EFL Classroom Activity. *ELT-Lectura*, *6*(2), 178-185.

Arikunto, Suharsimi., Jabar, Cepi, Safruddin Abdul. (2014). *Evaluasi Program Pendidikan*. Jakarta: Bumi Aksara.

Boswood, T. (1997). New Ways of Using Computers in Language Teaching. *New Ways in TESOL Series II. Innovative Classroom Techniques.* ERIC

Creswell. J.W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research*. Boston: Pearson Education, Inc.

Davis, Fred D., Bagozzi, Richard P., Warshaw, Paul R. (1989). User Acceptance of Computer Technology: A Comparison of Two Theoretical Models. *Management Science*, vol. 35, issue 8, 982-1003.

Fauzan, Fatkhul Arifin. (2017). Hybrid Learning sebagai Alternatif Model Pembelajaran. Retrieve from: https://www.researchgate.net/publication/344361017_Hybrid_Learning_sebagai_Alternatif_Model_Pembelajaran_Fauzan_Fatkhul_Arifin

Ghavifekr, S. & Rosdy, W.A.W. (2015). Teaching and learning with technology: Effectiveness of ICT integration in schools. *International Journal of Research in Education and Science (IJRES)*, 1(2), 175-191.

Healey, Deborah et. al. (2008). *TESOL Technology Standards Framework.* Virginia: Teachers of English to Speakers of Other Language, Inc. Print

Hendrayati, Heny, and Budhi Pamungkas. (2016). "Implementasi Model Hybrid Learning Pada Proses Pembelajaran Mata Kuliah Statistika II Di Prodi Manajemen FPEB UPI." *Jurnal Penelitian Pendidikan* 13, no. 2

Hidayati, Nur. (2017). Efektivitas Pembelajaran Menggunakan Multimedia (ADOBE FLASH CS6) terhadap Hasil Belajar Matematika Peserta didik Kelas V SDN Jurug Sewon. *Trihayu: Jurnal Pendidikan Ke-SD an, Vol. 3, No. 3* (171-182)

Kitao, Kenji. S. Kathleen Kitao. (1998) Selecting and developing teaching/Learning materials. *The Internet TESL Journal*, Vol. IV.

Larson, M. L. (1997). *Meaning-based translation: A guide to cross-language equivalence.* University press of America

Lee, Y., Kozar, K.A & Larsen, K.R.T. (2003). The technology acceptance model: past, present, and future. *Communication of the AIS*, *12* (50), 752 – 80.

Massoud, Ali, et. all. (2011). Using Blended Learning to Foster Education in a Contemporary Classroom. *Transformative Dialogue: Teaching and Learning Journal*, 5 (2), pp. 1-11.

Munday, J., Pinto, S. R., & Blakesley, J. (2022). *Introducing translation studies: Theories and applications*. Routledge.

Munir. (2012). *Multimedia Konsep dan Aplikasi dalam Pendidikan*. Badung: Alfabeta CV

Newmark, Peter. (1988). *A textbook of translation*. Oxford: Pergamon Press.

Nida, Eugene & Charles Taber. (1982). *The theory and practice of translation.* Leiden: E.J. Brill.

Pun, M. (2013). The use of multimedia technology in English language teaching: A global perspective. *Crossing the border: International journal of interdisciplinary studies*, *1*(1), 29-38.

Rana, Prajesh SJB. (2013). "*Education and the Use of Technology.*" Republicae Week. 23 August 2013: 12. Print

Purbo, Ono W. dan Antonius AH. (2020). *Teknologi e-learning berbasis PHP dan MySQL: Merencanakan dan Mengimplementasikan Sistem e-learning*. Jakarta: Elex Media Komputindo.

Rusman. (2010). *Model-model Pembelajaran*. Jakarta: PT. raja Grafindo Persda.

Shadiev, R., Hwang, W.-Y., & Liu, T.-Y. (2018). Investigating the effectiveness of a learning activity supported by a mobile multimedia learning system to enhance autonomous EFL learning in authentic contexts. *Educational Technology Research and Development,* 66(4), 893–912. doi:10.1007/s11423-018-9590-1

Sugiyono. (2006). Metode penelitian Pendidikan *"Pendekatan kuantitatif, kualitatif dan R&D"*. Bandung: Alfabeta.

Surjono, Herman Dwi. (2017). *Multimedia Pembelajaran Interaktif.* Yogyakarta: UNY Press.

Triyono, Mochammad Guruh & Dodik Arwin Dermawan. (2021). Analisis Efektivitas Penggunaan Model Pembelajaran Hybrid Learning Di SMK Negeri 2 Surabaya. *Jurnal IT-EDU. Volume 5 Nomor 2 Tahun 2021,* (646-656).

Vaughan, Norman. (2014). Student Engagement and Blended Learning: Making the Assessment Connection. https://doi.org/10.3390/educsci4040247

Waryanto, Nur Hadi. (2008). Multimedia Interaktif Dalam Pembelajaran. Jurusan Pendidikan Matematika FMIPA UNY. Makalah pada Diklat Guru SMK Muhammadiyah 3 Klaten 15 dan 21 Mei 2008.

Zenius untuk guru. (2022). Hybrid Learning Jadi Solusi Efektif Pembelajaran?. Retrieved from: https://www.zenius.net/blog/hybrid-learning.