EMPLOYING MULTIMEDIA-BASED LEARNING TO IMPROVE ENGLISH SPEAKING SKILLS

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ABSTRACT

Regarding language learning today, everyone is increasingly awarded that traditional language teaching is no longer effective in supporting students need. Learning speaking skills in the classroom carry out by the lecturers are still using traditional methods conducting learning in the classroom using whiteboards, markers, and other manual tools. Meanwhile, in the current global era, multimedia based learning is a demand along with the development of technology. Therefore, this article elaborates the mechanism of multimedia used in learning speaking skills. The type of research was Classroom Action Research (CAR) with the subject were the second semester students of The University of Qomaruddin Gresik. This Classroom Action Research process was taken in two cycles with 4 procedure; planning, implementation, observation, and reflection. The result of the cycle one shown that 10 students or 50% of 20 students spoke English too slow and repeated the same sentence many times so the listener could not understand the meaning, so their speaking skill were in poor level. Meanwhile, 50% or 10 the rest of the students got good level. Since the result of the cycle one was below the target, so the researcher continued to conduct the second cycle. After the second cycles were conducted, the result shown that 25% students was in good level, and 75% students were in very good level. After the second cycle was conducted, finally the level of the students' speaking skill was increasing, so the researcher ended the research.

Keywords: speaking fluency, multimedia-based learning

1. INTRODUCTION

Everyone is aware that in today's global era, communicating with international languages is a necessity. As a result, teaching speaking skills is very serious. There are a lot of formal and informal institutions that prioritize the mastery of speaking skills than other skills. Many people assume that the success of someone in mastering English can be seen from the mastery of English speaking skills fluently and accuracy (Aliakbari & Jamalvandi, 2010; Diyyab, 2014). To answer this challenge, many teachers and scientists are busy to promote some new innovative language learning, especially in English speaking skill. Regarding language learning today, everyone is increasingly aware that

traditional language teaching is no longer effective in supporting students need. For this reason the teacher tries to find a modern learning by utilizing multimedia sophistication.

According to (Bahrani, 2011), the collaboration between multimedia and traditional learning can generate many advantages in the teaching and learning process. This combination can make students actively participate, improve the quality of learning outcomes, and open opportunities for learning without being limited by time and space. Therefore, the combination of traditional and multimedia-based teaching changes the way of teaching and learning, as a result the incorporation of multimedia and traditional teaching in the EFL class has become a powerful learning medium, with teaching requirements that can attract or motivate students to learn English (Diyyab, 2014).

After observing the teaching and learning process of students in the classroom, the researcher has found that the students' speaking skill are still very poor especially in their fluency. Students speak English very slow, the words between one another cannot run smoothly as they speak in their mother tongue. Also, students speak English with a lot of hesitation and less confidence. The most terrifying things in the process of learning speaking are the students do not know the way how to learn speaking using technology so the learning process is still implementing the traditional ways by using conventional media in the classroom, whereas the target of learning speaking is fluency and accuracy because of both are equally important.

However, teaching English is usually always concerned with accuracy rather than fluency. Students are usually demanded to focus on the accuracy of phonology, grammar, pronunciation, and discourse even though it has been suggested that fluency is more important (Shofi, 2018). Bahrani (2011) further argues that putting the fluency aside in the EFL speaking class is a mistake.

Hartsell & Yuen (2006) states that some multimedia, both online or offline such as video, can help students record their words and can be played back. Indeed, students have role to evaluate their own words and they also have the opportunity to continue practicing their experiments to improve the speaking fluency. The feature of combining multimedia such as video, with learning speaking also offers many advantages. Students can watch and see their own or their friends' work by some repetitions so that the students can alternately correct their mistakes. The result, students could be more critical of themselves because

they can see the side of their own shortcomings and development. They can also try to make personal video and share it to the partner and the lecturer to get the correction by the topic they like. Further more, they can make news events or reportage videos about an event. In addition, the same advantage also can felt by the teacher, she/he can employ the video recordings of the student performances to help students to improve the speaking fluency by watching and correcting the errors so the teacher can easily give some feet back to the students from the video as the valid data.

However, the implementation of multimedia in teaching and learning of English speaking, both teacher and students need the mastery of various multimedia including video, audio, and internet to support technological progress. The Faculty of education also must support all facilities and infrastructure to meet learning needs multimedia based.

Speaking Fluency

Speaking is a form of conveying information using words or sentences, in other words, speaking means using various languages depending on the narrative. Speaking skills are the ability to express an opinion or a thought and a feeling to a person or group orally. Richards (2006) argues that speaking is a natural communication tool between members of the community to reveal the mind and as a form of social behavior. Furthermore, Brindley (1994) states that speaking skills are the ability to compose sentences because communication occurs through sentences to show a varied behavior from different communities.

English students always prioritize speaking skills as the most important part of learning a language. Every student expects to be able to communicate orally in accordance with the actual conditions. If students do not get the chance to learn freely and spontaneously then they will lose the desire to learn. However, the results of the learning observation conducted in the Speaking class showed that the lecturer prioritizes the accuracy rather then fluency.

The fluency of speaking is an important purpose of language learning. Fluency in speaking English is the key element to judge the success and the mastery of the language. De Jong & Perfetti (2011) stated that the fluency is a comparison between continuity and smoothness of communication without long hesitation. Moreover according to (Derwing, Munro, & Thomson, 2007; I. J. Yang, 2014) The fluency of speaking is to speak at a normal pace with no misspelling of words and sounds, delivering a message in an easy to understand way, using simple language that easily understood by the listeners.

Multimedia

Multimedia is a combination of video and computer (Diyyab, 2014; Ratnawati & Faridah, 2017; Syafii, Sugianto, & Cendriono, 2019; Zaim & Hum, 2016). In general, multi-media is a combination of 3 elements: sound, text, and images. Multimedia is a dynamic and interactive presentation tool that combines text, graphics, animation, audio, and video.   Nowadays, to facilitate communicating with each other, people prefer to use multimedia. In language learning, especially English, learning innovations have grown rapidly. For example, in the teaching of speaking with multimedia students become more actively improving their capabilities independently. To support the speaking skills, students can learn from English video or audio, by that way the students can study anywhere without being confined to classes and teachers. After learning through the video, to get the clearer information, students continue to study in the classroom by the teacher's guidance.

Multimedia-based Learning

When we talk about multimedia, then CALL (Computer Assisted Language Learning) should not be ignored in learning EFL. Since the media can be integrated with the computer then multimedia closely related to CALL.

The interactive technology offers the opportunity to develop English speaking languages. Multimedia-based learning provides teaching materials to improve speech fluency; multimedia-based teaching materials can help students to learn according to their skills and needs. (Ratnawati & Faridah, 2017) said that online or through-video teaching can help students to record their words and can be played back. In general, students are required to evaluate their own words, and they will also have the opportunity to continue to practice their trial in order to improve the fluency of speech.

Combining video in learning speaking offers many advantages. In general, students can watch their own or their friends' works so that students can correct their mistakes. The effect of it, the students will be more critical to see their self-development. The teacher also could use the students' video recording to help the student improve the fluency of speaking by watching and correcting the mistakes (Hartsell & Yuen, 2006).

2. RESEARCH METHOD

In this research, the researcher employed Classroom Action Research (action research). That was planned to take place in two cycles. Each cycle consisted of four stages: (1) planning, (2) action, (3) observation, and (4) reflection. The process of class action activities was based on the problems, then researcher planed an action then implemented it. In carrying out the action, the researcher selected the materials, tested, and observed the activities. The next stage was based on the results of the observations, activities, and the research carried out. The problems arised in cycle I were the problems that must be solved in cycle II so the researcher repeated the activities of the first cycle such as planning, action, observation, and reflection.

In this research there were qualitative and quantitative data. Qualitative data were obtained from the activites of journal results on each action (treatment) in each cycle. While the quantitative data was obtained from the initial student test, the final test I, the final test II, and the questionnaire (Creswell, 2012). The result of test I, test II, and questionnaire were analyzed.

Quantitative data were presented descriptively to determine the increase of students' English speaking mastery from the comparison of the results of the initial and final tests. The scale used in the assessment of student speaking skills were adopted from Louma's speaking assessment (Luoma, 2004)

3. RESULTS AND ANALYSIS

Findings from Cycle 1

As written by the researcher above that in this research the researcher employed two cycles, cycle 1 and cycle 2. In cycle 1, the researcher prepared the learning scenarios, teaching materials, and final test before the observation. Luoma (2004) has provided five points as the scale for rating the accuracy and five points as the scale for fluency rating of English of second language learners. The students were tested on fluency and accuracy, and got a maximum of five points on each of these two aspects, ten points in all. The scale can be seen in the table 2.1 below:

Table 1 The Scale of Speaking Accuracy Test

Accuracy	Score

Little or no language produced	1
Poor vocabulary, mistakes in basic grammar, may have very strong foreign accent	2
Adequate but not rich vocabulary, makes obvious grammar mistakes, slight foreign accent	3
Good range of vocabulary, occasional grammar slips, slight foreign accent	4
Wide vocabulary is appropriately used, virtually no grammar mistakes, native-like or slight foreign accent	5

Table 2 The Scale of Speaking Fluency Test

Fluency	Score
Little or no communication	1
Very hesitant and brief utterances, sometimes difficult to understand	2
Gets ideas across, but hesitantly and briefly	3
Effective communication in short turns	4
Easy and effective communication, uses long turns	5

In the implementation phase in the first cycle was a phase that described activities conducted by researchers. Researcher employed multimedia to improve speaking by presenting each material using multimedia, then students payed attention and immediately went into the field or the real world.

The researcher implemented 7 (seven) major steps in the procedure for the Multimedia-based learning . First, the researcher decided the teaching materials. The second step was organizing the group of students. The third step was providing the situation and dialogue. The next step was implementing multimedia in explaining the materials and giving the dialogue. The fifth step was analyzing the

video . The sixth step was students modify the situation and dialogue. The last step was students perform the dialogue in front of the class.

After applying multimedia in teaching speaking the researcher analyzed the students' speaking performance. The analysis resulted that the students still made mistakes on some language elements such as fluency, pronunciation, and vocabulary. In terms of fluency in speaking, most students were influenced by their mother tongue, so they still got difficult to reach the outcome that was targeted by the researcher. They have difficulties in avoiding these because they seldom to practice English. 10 students (50 % of 20 students) hesitated in speaking; therefore, the message was not clear. They made a lot of repetition in the sentences, but 10 students or (50 % of 20 Students) reach the good level, which meaned that they hesitated at a few paces and their fluency were still seriously affected. None of them could reach the excellent level.

Findings from Cycle 2

The results of cycle 1 were still below the target so the researcher conducted the cycle 2 by making improvements or re-planning the learning scenarios, teaching materials, and final test. But the learning scenario, learning outcomes, assessment scale, target of success were still employed by the researcher as same as in cycle 1.

In this cycle 2 the researcher implemented 7 (seven) major steps in the multimedia based learning. First of all, the researcher decided on the teaching materials. The second step was organizing the group of students. The third step was providing the situation and dialogue. The next step was implementing multimedia in explaining the materials and giving the dialogue. The fifth step was commanding the students to analyze the dialogue. The sixth step was asking students to modify the situation and dialogue. The last step was asking students to perform the dialogue in front of the class.

After the implementation of a multimedia in learning speaking and finishing this research, the researcher analyzed the students' speaking performance and He found that the students finally got a lot improvements on language elements such as fluency, pronunciation, and vocabulary. In terms of fluency in speaking, most students could speak English with less hesitation, they speak English flow smoothly with the right tempo and intonation. They also got this achievement because they intensively listen, watch, analyze, and practice speaking English by multimedia assistance. In addition, students have

searched the video or movies then they practiced it independently before they practice speaking in the classroom. The result shown that 5 students (25 % of 2 0 students) still hesitate in speaking English. But this time, even though they hesitated a lot and repeated some words but they still could convey the message. However, 15 students or 75 % reach very good level, which meaned that they speak English very good fluency and accuracy.

Since the students' speaking performance and their self-confidence for every significant improvement and at the second cycle reached the target so the research stated as a successful research project, and accordingly, the action research was ended.

4. CONCLUSION

From the result of the cycle 2 the researcher concluded that the implementation of multimedia based teaching had major impact for students' speaking development. 75% students achieved very good scale so it indicated that students had very good fluency and accuracy.

The use of multimedia based learning requires compatible equipments. The classes should be supported by some multimedia hardware such as computer, LCD, sound speaker, internet, and etc.

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