Engaging Multimedia Into Speaking Class Practices: Toward Student's Achievement And Motivation

Ratnawati
Galuh University, Ciamis
ratnawati.english.edu@gmail.com

Didih Faridah
Galuh University
didihfaidah@gmail.com

Abstract: The present study reports several impacts of implementing multimedia toward teaching and learning process in speaking class at second grade students of Galuh University, Ciamis. Further, the study came from insights on students' boredom during speaking class which affected their achievement and motivation. Mixed method research design (Creswell, 2013) then employed to answer several proposed hypotheses. For proving the result of its application, observation, questionnaire, pre and post-test were administered to collect the data while both quantitative and qualitative approaches were applied to analyze the collected data from classroom practices. The research findings indicates that multimedia in speaking class got positive responds from students in term of motivation and accomplishment. The great look portrayed from the class that students were enthusiastic, got involved and interested in multimedia provided by teacher during learning process. Moreover, pre and post-tests that are performace-based tests were greatly used to test the effectiveness of multimedia effects during the class. In this side, the researcher employed experiment of two equivalent groups: control and experimental group which reported thatthere is significant difference between the results of both tests. It means that the result of this research agreed that multimedia has good effects for teaching speaking in the scope of students' interests, feedback and their cognitive aspects. In line with above statements, the further studies is also necessary dealing with other multimedia for obtaining more positive effects toward learning process and those result enables to increase quality of education.
Keywords: multimedia, speaking class, achievement, and motivation.

INTRODUCTION

Several facts found that most of learners faced difficulties in speaking classroom practices though it is one of the productive language skills for enhancing communication especially in academic purposes. Since the misfocused happened both language input and output functions, speaking for foreign language in Taiwanese class felt uneasy and bored enclosing group discussion, giving feedback and ask question during learning process (Hwang, Shadiev, & Huang, 2015). Further, (Zhang, 2009) wrote that students' difficulties found because of uneffective input and output, having no real need for interaction, attaching too much importance to language forms and written tests.Some learners also lack the motivation to speak English. They do not see a real need to learn or speak English(Hosni, 2014). For overcoming these previous problems (Ellis, 2003) argues that those barriers can be done by involving learners in performing two types of communicative tasks: focused communicative tasks and unfocused communicative tasks. Both of these tasks seek to engage learners in using language pragmatically rather than displaying language. They seek to develop language proficiency through communication.

The present study argued that involving multimedia into language learning process is an alternative way for straightening students' curiosity and motivation up for certain goals. Besides, the utilization of computer for language learning classroom which is widespreadly abbreviated CALL nowadays becomes the trend issues in digital era. Taking into first insight that chronological developmnet of assisting computer in language learning namely behavioristic CALL (late 1970s to early 1980s), communicative CALL (late 1980s to early 1990s), and integrative CALL (late 1990s until now) (Chen & Liu, 2008). The similar sound occured in way of referring scholarly literature to be portable media. It might students to access the whole academic need into mobile, wireless, handheld which is commonly outstanding known as mobile learning (Chinnery, 2006). Taking into smaller realization of implementing CALL which the present study concerns on the term multimedia. It basically comprises two words, *multi* means having more than one form, and *media* refers to the environment where the information is conveyed (Arkun & Akkoyunlu, 2008). The similar agreement comes from (Mayer, 2011)which describes that multimedia is an instructional materials which are containing words and pictures intended for the purpose to foster learning better. So, by using multimedia in the teaching and learning process, teachers force the students' abilities and competences in fun way. Moreover, (Beatty, 2010) noted down the definition of multimedia down that it tends to integrate media types including text, images,

sound, video and or animations.. Taking into account the definitions given above, in the most general meaning, multimedia is packaging text, picture, animation, and sound in a system.
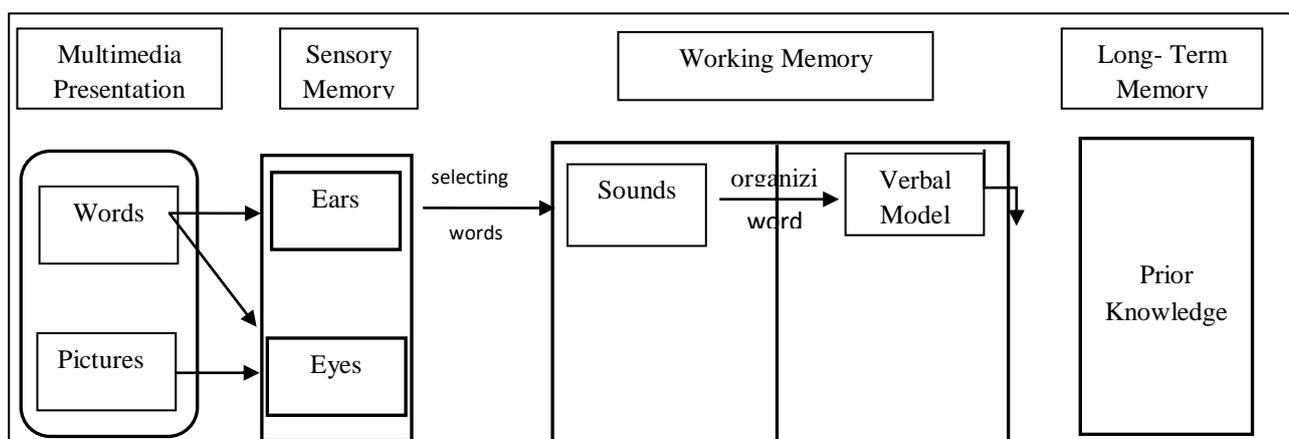
In addition, several studies generally have proven that multimedia application gave positive effects and feedback in language learning process. First, the application of assisted computer in learning (multimedia) promotes students' to be   independent learners in productivity and the impact of applied effectiveness which they are not rigid in facing academic environment, accessible and great personal space in learning process (Kim & Kwon, 2012).One of beneficial environment that is provided in CALL programs where multimedia makes it possible for students to learn vocabularies are assisted by sounds, pictures, and even video(Lu-Fuang Lin, 2010). Another significant multimedia impact has offerd by using video clips in university level class in which they become major resource for teaching the *Net Generation* and for drawing on their multiple intelligences and learning styles to increase the success of every student(Berk & Berk, 2017). Besides, the utilizing of glossy images in multimedia language textbooks or dictionaries brought about a certain amount of effectiveness in foreign language learning(Sato & Suzuki, 2010). Then, the positive role has also offered in applying multimedia in term of innovation. The technology assisted language learning has widely effective for promoting students activities and their initiatives during learning English in class (Shyamlee, Skills, & Vidyanagar, 2012).Also, the previous study came from (Sara Aloraini, 2012) which agreed that application of multimedia in university level contributes high impact toward students' academic achievement during teaching and learning process.

Multimedia contibutes huge role in learning process that is active learning (Mayer, 2011). Through multimedia students obtained information, represents them through real application and integrate them with other information. To do so, applying multimedia for studentspromotes their autonomous in learning and active students. Further, (Schrand, 2008) elaborates that technology assisted in education especially multimedia such as PowerPoint and Macromedia Flash significantly have allowed students to take part actively in classroom practices. Besides increase of classroom involvemnt, this affects students' multiple intelligence, learning styles and students participation in learning tasks. By using it in learning process, they can be actively participated with the multimedia prepared and automatically they enable to accept more knowledge that conventional learning which only getting information from teachers.

Apart from the worth impact   of running multimedia, one of the beneficial characteristic of multimedia is employing the students-centered learnin(Mayer, 2011). For

accomplishing the aforementioned needed characteristics, teachers must consider in designing instructional design associated to multimedia. (Clark & Mayer, 2008)pointed out several considered itemsdealing with this motion in which noticing, wanting, challenging, playing, succeeding, and linking. Principally, an interactive multimedia has the unique characteristics that can be divided into eight categories: simulations, tools and open ended learning environments, hypermedia, games, web-based learning, tutorials, drills and tests (Alessi & Trollip, 2001).

How students got high impact from multimedia application? The first cognitive process deals with selecting. This is applied to get verbal information for resulting a text base and get visual information for resulting image base. The second cognitive process is organizing, this process covers to apply the word base that is building in the previous process is used to create verbally-based model and image base is used to create a visually based model. Finally, the third process is integrating. This process occurs when the learner builds connections between corresponding events that is section or parts in the verbally-based model and the visually-based model. The process of interactive multimedia for language learning can be seen in following figure.

Flowchart 2.2.5.2 Framework of Multimedia Learning (Mayer, 2011)

From multimedia presentation, students can see the words and pictures. Then, words are received by ears and pictures will be accepted by eyes. After the selecting process was done, those presented words and images are linked into the memory. The words and images that are selected become sounds and images. Then, the organizing process is also done to change the sounds become verbal model and images become pictorial model. After they were completed, the words and images integration happens in our memory. As a result, students got prior knowledge about what have been learnt through multimedia learning. With drawing

into gaps inside barriers and current needs, the present study is concerning on the hypothesis that guided this investigation are:

1. Is multimedia effective for teaching speaking in university level in term of students academic achievement?

2. How do students perceive toward multimedia application in speaking class in university level?

METHODOLOGY

(1) *The Study Design and Procedures*

Mixed methodemphasizing on sequential explanatory proposed by (Creswell, 2013) was determined as research design in which the collection and analysis of quantitative data followed by the collection and analysis of qualitative data. Experiment was firstly conducted by administering the pre-test to both groups for investgating students' speaking skill, confidence, and motivation during practices. The second followed approach was qualitative one to measure students' perceptions during the application of multimedia for strengtening the impact from outside of cognitive side that is affective and psychology sides of student.

Procedures: Starting into very detailed implementation, administering the pre-test as part of quantitative phase was firstly given to students to find out preliminary problems and students' needs. This dealt with performance-based assessment in which they asked to demonstrate their ability based on proposed specific topic. After data collected and analyzed, interpretation was conducted and the result was found that almost 50 percents of the particiants under passing grade. Treatment of integrating multimedia for several meetings in spaking class was done to investigate its impacts towards students' academic achievement and motivation. After completing the treatment, performace-based assessment which speak – up practising associated to multimedia have provided to check their progree and also multimedia impact. Running along with the speaking test, reserach instruments were administered as the complementing the quantitative data.

(2) *The sample population*

The sample consisting of 17 participants for each group was purposively taken from the second grade class from one private university in Ciamis, West Java, where both of sample were selected from similar English department of Faculty of Teacher training and Educational sciences. The researchers divided them into control group and experimental group. The experimental group was provided a lecture on ''Multimedia integrated into Speaking Skill'' through a multimedia presentation for stimulating students confidence,

curiosity and understanding while they were preparing for spekaing output. On the other hand, another group was given the same lecture through using the traditional ways of teaching (teacher, lecture, discussion, and role play).

(3) Data collectionTechniques

The present study distributed three research instruments: Tests of performance-based students, observation and open-ended questionnaire. Both of groups were given test of speaking for pre and post-test. The whole data collected from test were analyzed using standardized speaking scoring rubrics. Also, the participant observation and open ended questionnaire were employed to get facts and students perspectives of implementing multimedia in their classroom setting apart from cognivite context from classroom activities in experimental group. After getting data demanded, the researcher analyzed the data using five-scale Likert scale. From this scale, she enables to measure students' interest, pleasure, perspectives, feedbacks and the multimedia feasibility during learning process.

FINDINGS

(1) The Data Analysis of Performance-Based Test (Pre Test and Post Test)

For investigating multimedia application effectiveness, the researcher analyzed the data collected by SPSS. To anwser the first hypothesis " Is multimedia effective for teaching speaking in university level in term of students academic achievement?" the researcher inputted data into SPSS for getting the standard deviation and the mean were calculated for both the control and experimental groups in both pre and the post speaking test which shown in Table 1 shows control group result of pretest and postest, Table 2 highlights experimental group speaking tests before and after giving treatment.

	Paired Differences							
				95% Confidence Interval of the Difference				
	Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pretest - Posttest	0.70588	3.82042	0.92659	-1.25839	2.67016	0.762	16	0.457

Table 1. The Result of Speaking Pre-test and Post-test for Control Group

The above table stresses the data that there are no statistically-significant differences between the pretest and posttest at the significance level of 0.05 is lower than calculated significance (2-tailed) 0.457.

	Paired Differences							
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
				Lower	Upper			
Pretest - Postest	-1.29412	1.57181	0.38122	-2.10227	-.48597	-3.395	16	0.004

Table 2. The Result of Speaking Pre-Test and Post-test for Experimental Groups

Table 2 shows statistically significant differences between the result of pre test and post test in experimental group at the significance level of 0.05 is higher than calculated significance (2-tailed) 0.004 in the pre and post speaking test.It indicates that there are statistically significant differences between the pre and post speaking test at the significance level of 0.05 for both the control and experimental groups. It is observed that the development of the speaking test for the experimental group is greater than that of control group. It means that the treatment is very effective and can be used in the application of teaching and learning process in the future This emphasizes the effective use of multimedia integrating in speaking class.

(2) The Result and Analysis of Observation

As it was stated in the earlier part that observation was analyzed qualitatively. From gained data, the researcher interpreted and analyzed the data. It was observed that she maintained classroom interaction and activitites use with multimedia. Meanwhile, students' observations were found that positive transformation had happened. They were found that class changed well including their activeness, involvement, and relax minded in the classroom. Their activeness was found that students were eager to imitate and respsond the questions and instructions from multimedia. The second one involved that they well managed during an hour of meeting than in the previous observation, classroom management were not good enough. Last, they looked happy and attractive during teaching and learning process, they felt that they did not learn but play at that time.

(3) The Result and Analysis of Questionnaire

A questionnaire was distributed to students after treatment to experimental group. As it was stated in the previous part, there were seven questions related to the teaching and learning process and those answers classified into positive and negative perspectives. The first one dealt with chosen options a, b, and c while negative one referred to the chosen option d and e. It was found that 85.71% had positive perspectives about applying multimedia

in teaching and learning process and only 14.29% found that negative perspective of applying multimedia in class. Their positive perpectives were about understanding, feasibilty,and attractiveness of the use multimedia in the classroom, meanwhile the negative one referred to the preparing multimedia for speaking class, they thought that it was time consuming because she needed to prepare LCD and external speaker before operating it.

DISCUSSION

From the result of classroom observation, questionnaire, pre and post spekaing test to whole control and experimental groups, the present study seems to be agreed with the research statement from (S. Aloraini, 2012). In her study, she exposed on the use of multimedia for teaching at university level compared to traditional way of teaching. Based on the data provided, it pointed out clearly that multimedia has brought great impact towards students' academic achievement. Moreover, the present study offers the data calculated which indicates that multimedia is beneficially effective in teaching and learning process, especially the speaking class of second grade students at Galuh University. In addition, the test of effectiveness by employing two sequential pre and post test reported that there is significant difference between the result of both tests to control and experimental groups. The outside analysis has also viewed in the present study which concerns on the analysing observation and questionnaire, again the study is respected to the previous studies (Berk & Berk, 2017); (Sato & Suzuki, 2010);and (L.-F Lin, 2010) which stresses behind the scene of effectiveness of associating multimedia in classroom activities: students' motivation, happines, participation and involment.

CONCLUSION

Taking into viewpoint of the present study which has investigated the effectiveness of multimedia implementation and their process. It withdraws that multimedia is beneficially deserved to be applied in teaching and learning process, especially the speaking class of second grade students at Galuh University.In line withprevious statement, some pedagogical recommendations are presented to be taken into consideration. It is essential for English educators to provide some materials and learning media for teaching their students. The consideration of choosing materials and learning media should be fixed with their needs and interests. As aforementioned recognized result, they were suggested to apply multimedia for further teaching. It is also necessary to conduct further studies dealing with multimedia for getting more positive effect toward teaching and learning process and those result enable to

increase quality of education. Then, the use of innovatite and creative media in teaching and learning process should be increased. For doing so, teacher should try to develop and adopt learning media and materials which attractive and appropriate for students so that good athmosphere can be achieved during teaching and learning process.

BIBLIOGRAPHY

Alessi, S. M., & Trollip, S. R. (2001). *Multimedia for Learning: Methods and Developoment*. Massachussets: Allyn & Bacon.

Aloraini, S. (2012). The impact of using multimedia on students' academic achievement in the College of Education at King Saud University. *Journal of King Saud University - Languages and Translation*, *24*(2), 75–82. https://doi.org/10.1016/j.jksult.2012.05.002

Aloraini, S. (2012). The impact of using multimedia on students' academic achievement in the College of Education at King Saud University. *Journal of King Saud University - Languages and Translation*, *24*(2), 75–82. https://doi.org/https://doi.org/10.1016/j.jksult.2012.05.002

Arkun, S., & Akkoyunlu, B. (2008). A Study on the development process of a multimedia learning environment according to the ADDIE model and students ' opinions of the multimedia learning environment. *Interactive Educational Multimedia*, *17*(17), 1–19.

Beatty, K. (2010). *Teaching and Researching CALL*. Routledge.

Berk, R. A., & Berk, R. A. (2017). Multimedia Teaching with Video Clips : TV , Movies , YouTube , and mtvU in the College Classroom Multimedia Teaching with Video Clips : TV , Movies , YouTube , and mtvU in the College Classroom, (September).

Chen, H. Y., & Liu, K. Y. (2008). Web-based synchronized multimedia lecture system design for teaching/learning Chinese as second language. *Computers and Education*, *50*(3), 693–702. https://doi.org/10.1016/j.compedu.2006.07.010

Chinnery, G. M. (2006). Going to the MALL : Mobile Assisted Language Learning. *Language Learning & Technology*, *10*(1), 9–16. https://doi.org/ISSN 1094-3501

Clark, R. C., & Mayer, R. E. (2008). *E-Learning and the Science of Instruction. Learning*. https://doi.org/10.1002/9781118255971

Creswell, J. (2013). *Qualitative, quantitative, and mixed methods approaches.* Research Design. https://doi.org/https://doi.org/10.2307/3152153

Ellis, R. (2003). *Tasks-Based Language Learning and Teaching*. Oxford: Oxford University Press.

Hosni, S. Al. (2014). Speaking Difficulties Encountered by Young EFL Learners. *International Journal on Studies in English Language and Literature*, *2*(6), 22–30.

Hwang, W., Shadiev, R., & Huang, S. (2015). A study of a multimedia web annotation system and its effect on the EFL writing and speaking performance of junior high school students A study of a multimedia web annotation system and its effect on the EFL writing and speaking performance of junior high, (2011), 160–180. https://doi.org/10.1017/S0958344011000061

Kim, H., & Kwon, Y. (2012). Exploring smartphone applications for effective mobile-assisted language learning. *Multimedia-Assisted Language Learning*, *15*(1), 31–57. https://doi.org/10.5539/ijel.v3n1p19

Lin, L.-F. (2010). Lin Asian EFL 2008.pdf. *Asian EFL Journal*, *12*(4), 51–66.

Lin, L.-F. (2010). Lin Asian EFL 2008 pdf. *Asian EFL Journal*, *12*(4), 51–66.

Mayer, R. E. (2011). *Handbook of Research on Learning and Instruction*. Oxon: Routledge.

Sato, T., & Suzuki, A. (2010). The Asian EFL Journal Special Issue December 2010. *Asian EFL Journal*, *12*(4).

Schrand, T. (2008). Tapping into active learning and multiple intelligences with interactive multimedia: a low-threshold classroom approach. *College Teaching*, *56*(2), 78–84. https://doi.org/10.3200/CTCH.56.2.78-84

Shyamlee, S. D., Skills, C., & Vidyanagar, V. (2012). " Use of Technology in English Language Teaching and Learning ": An Analysis ., *33*, 150–156.

Zhang, S. (2009). The Role of Input, Interaction and Output in the Development of Oral Fluency. *English Language Teaching*, *2*(4), 91. https://doi.org/10.5539/elt.v2n4p91