

Student Perception on Multimedia Implementation in Improving Speaking Skill in ELT

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Abstract

Speaking is an important skill for oral communication in English. For Indonesian students learning English as a foreign language, speaking is a difficult skill to acquire because producing speech from a non-native language is more difficult than understanding it. One method to improve speaking skill, is to implement multimedia in presentation. The objectives of this study are (1) analyzing student's speaking skill by implementing multimedia in presentation; and (2) investigating student's perception on implementation of multimedia in presentation. It is a qualitative research with phenomenological approach. Data was collected from observation and interview. The participants of this study were 18 undergraduate students of Nursing study program in Universitas Muhammadiyah Kendal Batang. The results show that implementation of multimedia in presentation has improved student's speaking skill and the students had positive perceptions on implementation of multimedia in presentation. This was supported by observation and interview results, where majority of the students were able to speak full English after six presentations were done and had positive statements on the implementation of multimedia in presentation.

Keywords: Speaking Skill; Multimedia; Nursing Student

INTRODUCTION

English is recognized as a foreign language in Indonesia. In other words, English is a language that is not typically spoken by Indonesians who were born and raised there. This meant that Indonesians aren't as fluent as people raised in other countries who use English as a first or second language. Due to English being a foreign language, Indonesians commonly first learn about English in an academic setting, and rarely use it outside of that environment. This is different from countries that use English as second language where English is commonly used in environments and communities outside of an academic setting. Because of that, Indonesians do not have many opportunities to communicate in English. Speaking English is usually carried out by communication between two people or more, which is different from the other three skills that can be carried out alone, which are reading, writing, and listening (Husna, 2021). So the fact that there aren't many opportunities for Indonesians to communicate in English makes it difficult for them to develop their speaking skill. Another thing to note is that opportunities to produce a spoken language in social activities is important for a learner because the language is internalized (Warman et al., 2023).

Besides that, another factor that hinders development of speaking skill is first language interference, which is when a language learner uses structures and forms from their native language in learning a new language. This interference often happens when a speaker tries to use a new language, and it can affect their speech lexically, phonologically, or grammatically (Syafutri & Saputra, 2021). This is the reason that because of their native language, Indonesians find it bothersome to speak a foreign language (Fitriani, 2022).

This matter becomes a problem for Indonesian students who are learning English because good speaking skill is a requirement for mastering a foreign language. This also causes problems for Indonesian students who are studying internationally in English speaking countries because they face difficulties in daily conversation and classroom communication (Winnie et al., 2023). These problems mostly apply to Indonesian university students who have more interaction with English native speakers than primary and secondary school students. Although Indonesian students have been taught English in formal education since primary school, their ability to comprehend and communicate well using English in university is not guaranteed (Octaberlina et al., 2022). In English language teaching, research in teaching speaking using various methods and approaches has been a focal point for a long time (Syahfutra, 2021). One of these methods is the use of multimedia. Multimedia is recognized as software programs in computer-based hardware that use a combination of graphics, text, and sound which allows the communication of information and ideas from an individual (Kumar et al., 2021). The role of multimedia in the context of learning is to provide support in the learning process (Heni, 2023). Student's English learning outcomes can be improved from the assistance of multimedia by providing an authentic learning process (Luo et al., 2022). An example of this assistance, is the capability of creating realistic situations for learners to use English language in a natural manner and a stimulating environment for learning (Wang, 2024). For English speaking learning, this stimulating environment is useful for students in developing their skills to communicate verbally and their ability to think creatively (Zhu et al., 2023). Multimedia can be implemented into presentations. Multimedia presentation is a presentation that utilizes multiple media elements such as graphics, text, and sound in an intergrated way (Indrayanti, 2021). For English language learners, multimedia presentations provides flexibility in learning which is especially important (Sultan & Aziz, 2021). The implementation of multimedia in presentations can be seen in the English class of undergraduate students of Nursing study program in Universitas Muhammadiyah Kendal Batang. The lecturer of the class determines the presentation topics for each student and they each have to present the topics to their classmates using multimedia. Every student is allowed to initiate discussions with each other and ask questions during the presentation. One presentation is done each meeting with each meeting taking place once a week for the whole semester. At the start of the semester, most of the students weren't capable of speaking English without interference from their first language. The lecturer believes that the use of multimedia can help the students in expressing their ideas using spoken English without that interference, thus developing their skill in speaking English. English speaking is a skill that is beneficial for nursing students because when they get employed at a healthcare institution, it allows them to easily take care of patients who only speak English. Besides that, they can receive more employment opportunities from international healthcare institutions, mainly in English speaking countries. Based on the research background, this study aims to investigate nursing student's perception on multimedia implementation in improving speaking skill in the context of English Language Teaching (ELT). To guide this study, two research objectives are formulated which are (1) analyzing student's speaking skill by implementing multimedia in presentation; and (2) investigating student's perception on implementation of multimedia in presentation.

METHOD

This study is a qualitative research with phenomenological approach. Qualitative research is a scientific methodology that aims to understand a social phenomena by emphasizing the depth of surroundings and point of views (Lim, 2024). Phenomenological approach was used to obtain a better understanding of a phenomenon's foundational dimensions based on the nature and form of experiences lived by the participants (Urcia, 2021). The participants of this study were

18 undergraduate students of Nursing study program in Universitas Muhammadiyah Kendal Batang. Observation and semi-structured interviews were used as the method of data collection. Observation is a data gathering technique that involves the monitoring of research participants (Toyon, 2021). Semi-structured interviews are an effective method of gathering data in the form of perspectives, personal feelings, and attitudes because it allows the expression of opinions and experiences from the interviewees (Pham et al., 2022). Observation was carried out by participation of the researcher in nursing student’s English class as a monitor and did not have any direct involvement with the participants. The data from observation was recorded in the form of videos and documents. Semi-structured interviews were given to all participants and were done in Indonesian language so that the interviewees were able to express their thoughts comfortably. The data from the interviewees was in the form of speech and was transcribed into text. Because this study used phenomenological approach, the data collected was analyzed using the researcher’s interpretation (Aditama et al., 2023).

RESULTS AND DISCUSSION

Results

The data gathered from observation was used to investigate the first research objective of this study. The researcher analyzed the student’s speaking skill by monitoring the language spoken by each students during each presentation. Based on the observation, the data shows that there were students who spoke full English, English mixed with Indonesian, and full Indonesian. There were also students who did not spoke at all during the presentation. The number of speakers is presented in Table 1.

Table 1. Number of Speakers in each Presentation

Presentation Number	English Speakers	Mixed Speakers	Indonesian Speakers	Non-Speakers
1	2	4	3	9
2	4	4	5	5
3	4	6	4	4
4	7	5	3	3
5	12	3	1	2
6	14	2	2	0
Total	43	24	18	23

There were also students who spoke different languages in each presentation, as well as students who only spoke in certain presentations and did not for the rest. Table 2 shows the amount of spoken language used by each student throughout every presentation.

Table 2. Each Student’s Spoken Language Used throughout every Presentation

Participant Number	Spoke English	Spoke Mixed	Spoke Indonesian	Did Not Speak
1	6	0	0	0
2	3	2	0	1
3	1	2	1	2
4	4	2	0	0
5	0	0	2	4
6	2	2	1	1
7	2	1	2	1

8	6	0	0	0
9	2	1	3	0
10	2	2	2	0
11	2	2	0	2
12	1	2	1	2
13	0	0	1	5
14	0	0	1	5
15	3	2	1	0
16	2	3	1	0
17	4	2	0	0
18	3	1	2	0
Total	43 times	24 times	18 times	23 times

Semi-structured interviews were used to investigate the first and second research objectives of this study, so the interview questions were formulated based on those two objectives. The data gathered from the interviews showed that majority of the students stated that there was an improvement in vocabulary and grammar for speaking. However, some students stated that they still weren't able to speak fluently. The interviews also showed that there were three common perceptions by the students regarding the implementation of multimedia in classroom presentation, which were positive, mixed, and negative. 14 students had positive perceptions, which meant that majority of the students perceptions were positive. Interview results from several students supported this fact, such as interviews from participant number 4, 15, and 18 where they stated:

“Bagus, karena multimedia, belajar berbicara Bahasa Inggris yang tadinya tidak biasa, bisa terus menjadi lebih maju. Kosakatanya meningkat, terus struktur kalimat jadi lebih tau. [It’s good, because of multimedia, learning to speak English language that I previously wasn’t used to, can continue to become more advanced. My vocabulary increased, and then I know more about sentence structure.]”

“Iya, penggunaan multimedia dapat meningkatkan kemampuan saya bicara Bahasa Inggris. Saya dulu waktu SMA belum pernah belajar Bahasa Inggris pakai multimedia, jadi ini pengalaman baru untuk saya. Kosakata saya jadi lebih banyak gara-gara kelas ini. [Yes, the use of multimedia was able to increase my ability to speak English language. Back in high school I never learned English using multimedia, so this is a new experience for me. My vocabulary has become bigger because of this class.]”

“Belajar menggunakan multimedia saya kira sulit, tapi ternyata lumayan gampang. Dengan multimedia, belajar dan presentasi jadi lebih praktis. Multimedia dapat mempermudah kita saat presentasi dan membuat kita kreatif. Saya bicaranya masih belum fasih, tapi kosakata sama tata bahasa jadi lebih baik. [I had thought learning using multimedia would be difficult, but it turns out it was pretty easy. With multimedia, learning and presentations became more practical. Multimedia can make it easier for us during presentation and makes us creative. I still can’t speak fluently yet, but my vocabulary and grammar became better.]”

Other than positive perceptions, interview data showed that there were 2 students who had mixed perceptions which was supported by statement from participant 11.

“Pendapat saya si setengah-setengah antara faham dan tidak faham. Biasanya tergantung dari yang lagi presentasi, soalnya ada yang nyampain presentasinya bahasanya masih

agak kaku. Jadi saya nyimaknya agak susah. Namun di samping itu, belajar dan berdiskusi bersama teman-teman itu juga terasa asyik. Kalau saya lebih suka belajar speaking dari mendengarkan lagu Inggris daripada makai multimedia. [My opinion is split between understandable and not. It usually depends on who's presenting, because there were some who presented a bit with stiff language. So I had a bit of trouble listening. But besides that, learning and discussing together with friends also feels fun. For me, I prefer learning speaking from listening to English songs than using multimedia.]”

There were also negative perceptions from 2 students, which was supported by the interview data where participant number 14 stated:

“Terkadang masih kurang paham dengan materi yang dipresentasikan. Materi dari multimedia yang di presentasi masih kurang jelas. Dulu waktu SMA juga pernah belajar bicara Bahasa Inggris dari presentasi multimedia, tapi waktu itu juga kurang paham, jadi bicaranya tidak banyak. Buat belajar bicara Bahasa Inggris, lebih suka pertama belajar kosakata sama tata bahasa sendiri. [Sometimes I still didn't understand the material that was presented. The material from the multimedia in the presentation still wasn't clear. Back in high school I did learn English speaking from multimedia presentation, but at the time I also didn't really understood, so I didn't spoke much. For learning English speaking, I prefer to first learn vocabulary and grammar alone.]”

Discussion

Based on the data from observation, implementation of multimedia in presentation improved student's speaking skill. Table 1 shows that the first presentation had the least amount of English speakers and the most amount of non-speakers. However, that was not the case for the sixth presentation where it had the most amount of English speakers and the least amount of non-speakers. Table 1 also shows that more students were gradually able to speak English as the presentations went on. Another thing to note from Table 1 is that the majority of students were able to speak full English by the fifth presentation. In other words, four presentations in four weeks would not be enough for the majority to speak full English. Table 2 shows that there were several students who spoke in every presentation, which meant that they were students who had high motivation to learn speaking from multimedia presentation. This is supported from a study by Vostrov (2022) where it was stated that multimedia presentations have the capability of developing motivation in students by increasing emotional engagement. The interview results from participant 4, 15, and 18 also showed that multimedia presentation gave them motivation to learn. However, there were also several students who were not able to speak English throughout all six presentations. Table 2 shows that participant 5, 13, and 14 did not speak English at all. From the interview, participant 14 stated that speaking English was difficult because the material was not clear and understandable. Xu & Yao (2022) stated that although the application of multimedia is generally good for meeting educational needs, some teachers still face difficulties in mastering multimedia technology and English ability. In other words, the reason why participant 14 could not understand the material was possibly because the presenter, who is a nursing student and not an English teacher, had low mastery of using multimedia and English speaking, not because of the implementation of multimedia itself. Regarding the components of speaking skill, data from interview results show that students gained significant improvement in their vocabulary and grammar. However, there was no mention of improvement in fluency and pronunciation. Participant 18 stated that there was improvement in vocabulary and grammar, but not in fluency. A study by Mahdi (2022) showed that the use of multimedia was able to improve English vocabulary, grammar, and fluency for non-native students. However, the participants of that study were Arabic-speaking students

from a Saudi Arabian university who learn English as a second language, which is different from Indonesian students who learn English as a foreign language. In other words, multimedia usage does not improve English fluency for foreign language learners, unlike second language learners. Based on the results of the interview, it was found that majority of the students had positive perceptions on the implementation of multimedia in presentation. Previous studies supported this result, such as the study by Syafii et al. (2019) where it was found by using questionnaires that the strategy of implementing multimedia in presentation was met with positive responses from the majority of Indonesian students in eight grade. This also meant that not only Indonesian university students had positive perceptions, but Indonesian eight grade students as well. Kusmartini (2023) also used questionnaires to measure student's perception on multimedia usage in the context of academic learning. Similarly, the usage of multimedia was highly perceived by the students, and there was great interest of using it in English speaking class. The participants were college Engineering students of Sriwijaya State Polytechnic. In other words, Indonesian students from different university program studies share the same positive perception. The statement from participant 11 showed that the learning and discussions during the presentation was an enjoyable experience because it was done with friends. This statement is supported from a study by Weda et al. (2021) on factors that affect an EFL student's willingness to communicate, where it was stated that group discussion was the most enjoyable activity for the students in English class. The participants were also university students, which is in line with the current study.

CONCLUSION

The implementation of multimedia in presentation is a method that can be used to improve student's speaking skill. Based on the results of this study, implementation of multimedia in presentation was able to improve the speaking skill of nursing students in Universitas Muhammadiyah Kendal Batang. The students also had positive perceptions on implementation of multimedia in presentation. This was shown by data from observation where majority of the students were able to speak full English after six presentations were done, and interview results that show the positive statements from majority of the students. Besides that, previous studies have shown similar results of the effectiveness of multimedia implementation on student's speaking skill as well as the positive perceptions regarding it. This study has shown that multimedia presentation can be considered a valuable and effective method for developing speaking skill.

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