

THE DEVELOPMENT OF MULTIMEDIA FOR MASTERING SPEAKING SKILL TO EFL LEARNERS COMING FROM BUDDHIST COLLEGE BANDAR LAMPUNG

Budiyanto¹⁾, Issy Yuliasri²⁾, Widhiyanto³⁾, Sri Wahyuni⁴⁾

English Department

Universitas Negeri Semarang

bbudi1120@students.unnes.ac.id

Abstract

The objectives of this study were to: 1) effectiveness of learning multimedia in English education speaking skills in Jinarakkhita Buddhist College students 3rd semester Bandar-Lampung, 2) analyze the efficiency of the use of multimedia learning in English education speaking skills in learning, 4) knowing the attractiveness of multimedia learning in English education speaking skills in learning speaking skills. The research approach used was in research and development (Research and Development) proposed by Borg & Gall (2003) it defined as a study and development of education is a strategy to develop effective educational products that can be used to overcome learning problems. Based on the results of the study, there were found that: 1) the first trial before using the product obtained an average value of 74 and after using the product the average value of students became 78.4. While in the second trial the average value of students before using the product (multimedia) was 74 and after using the product it was 82.4. This means that the product is effective for learning speaking skills. 3) The time spent was less than 400. The students only spent 300 minutes, it meant that it had change 100 minutes. 4) The results of the product attractiveness questionnaire assessment score get a score of 88, 85%. This means that the product developed is interesting.

Keywords:

Introduction

Learning English language education for EFL (English foreign language) learners is the most important problem, especially the mastery of speaking skills. Students are said to master the language being studied is when they are able to apply in verbal form. In the researcher done Leong and Seyedeh (2017: 35) investigated that speaking skill for EFL is difficult to be mastered. This case happens due to the learners do not have brief confident and numbers of vocabularies. The desired indicators in speaking are that students can convey ideas in English. Understanding when communicating and speaking fluently in accordance with assessment indicators, namely understanding, pronunciation, grammar, fluency and vocabulary. On the others hand it has different fact that Jinarakkhita Buddhist College students faced. Based on the results of the lecturers' assessment documents, it was found: 1) 6 out of 14

students or 35.71% got C scores, 2) 2 of 14 students or 14.28% got BC scores, 3) 2 of 14 students or 14.28 % gets a value of B. and the rest the student gets a value under the standard or less than C. The value of students' speaking skills is not in accordance with the expected standards, it is caused by several factors including teaching materials, the way lecturers teach, learning methods, and the media used (Roza, 2013: 155). In these observations it was found that learning English speaking skills used a guideline module or guidebook that had been designed and sometimes used video. Roza (2013: 148) said that English language learning specifically speaking skill material should have examples of conversation, expression, expression, and style (style) speaking from a complete media either written, audio, or video structured so that speaking skills can be emulated or imitated and then modified by learners, especially EFL (English foreign learners) so that learners can imitate,

memorize, and apply when communicating using English.

On the third material topic in semester 3, namely speaking skills, lecturer who teaches still apply module teaching materials from the library. Zhanghongling (2015: 138) learning English should involve direct learners. In addition, it was also emphasized that learning in speaking skills using modules requires time and a speaker model so that it is less efficient, effective and interesting. This is in accordance with what Zhanghongling (2015: 136) stated in his research on studying the use of interactive multimedia is also described about module weaknesses by suggesting there are some weaknesses of learning using module teaching materials. There are lecturers only rely on the media and use it for personal gain. For example, students are told to work on modules and educators leave students and return to discuss the module Print media only emphasizes more on cognitive learning, rarely emphasizing emotions and attitudes. It caused students bored learning for students if it is not combined with other media

In accordance with the principle of speaking skill (English as a foreign language) is to learn the language at first begins by following the example sentences and pronunciation in accordance with the provisions of the language (English). Learning foreign languages is mainly to teach speaking skill, the main task of educators is to provide learning resources that can help provide examples of sentences and target language styles (Patel, 2013: 158), so the teaching materials used must be able to provide an approach to the scope of understanding speaking skills. The needs of students and lecturers are learning resources that can provide direct experience, provide stimulation, and can be constructed with prior knowledge. The reason for the previous semester was that students had obtained English material and there must have been some knowledge that had been obtained both cognitive and skill. Gudu (2015: 57) said that cognitive knowledge in English for example mastery of basic grammar, number

of vocabularies, and how to pronounce it. The skills possessed by students previously were that there were already several students who could speak using good English but were not yet correct in using grammar, style, pronunciation, and the number of vocabulary mastered. This has an impact on the learning process and interest in learning from students (lecturers). An atmosphere that is less attractive and does not involve students in learning tends to make the classroom atmosphere noisy and not directed. Based on this phenomenon, lecturers need the presence of learning tools / media to overcome the various obstacles encountered in class (Mallikharjuna, 2014: 143). The presence of the media is able to motivate and arouse interest and attention from learners on the material (Ekiz and Zahicjan, 2016: 23). Multimedia learning is "student oriented" because students themselves find material and construct their understanding through the media used. In this activity a lecturer or educator is only a facilitator (Patel, 2013: 156). Learning by using multimedia enables students to experience and find convenience directly with learning resources. Dewi (2014: 155) there are three main advantages of multimedia. (a) Functional: intended media designed to provide a stimulus that aims to train students in the material being studied. (b) Flexible: it can be used at any time in accordance with the material and needs of students, (c) motivational: it arouse student learning motivation. (d) Interactive: it means that students can interact with the media used.

Based on the description of the problem and potential above, the researcher developed a multimedia product for learning speaking skills. Products designed for the material will be taken from sources from the internet, especially from native speakers. In addition, this product will also provide vocabulary (vocabulary) then after students watch videos in multimedia, students make similar conversations with language styles with available vocabulary. This is in accordance with the principle of learning

speaking skills (language acquisition) or the way to acquire a language (language acquisition) that target language learners imitate learning resources either from the media or people (native speaker) (Herry, 2012). From the statement above researchers have three problem formulations, there are how is the effectiveness of the use of multimedia learning in English language education speaking skills in the 3rd semester of Jinarakkhita Buddhist College students at Bandar Lampung? How is the efficient use of multimedia learning in English language education speaking skills in learning? How is the attractiveness of learning multimedia in English education speaking skills in learning?

Literature Review

The use of multimedia models is an integral part of the overall teaching situation. Multimedia is one element that must be developed by lecturers. The multimedia model in teaching, its use is integral to the purpose of the content of the lesson, this function supports the understanding that the use (utilization) of the media must look at the objectives and learning material that are more interesting (Ampa, 2015: 60). The use of media in teaching takes precedence in accelerating the learning process and helping students to grasp the understanding given by the lecturer. The use of multimedia in teaching is prioritized to enhance the quality of learning and students are able to motivate themselves and understand the material in the media (Novana, 2012: 346). Multimedia is a multimedia that is equipped with a controller that can be operated by the user, so the user can choose what is desired for the next process. While learning is defined as the process of creating an environment that allows the learning process to occur (Munir, 2013: 33). According to Gilakjani (2012: 3) that the characteristics of interactive learning media are: 1) Curriculum, learning design must be in accordance with the established education curriculum. Curriculum and learning design aspects consist of 6 assessments, namely (1)

suitability of objectives, (2) completeness of learning elements, (3) clarity of purpose, (4) consistency of objectives-evaluation material, (5) sample giving and (6) aspects-pedagogical aspects. 2) Content, assessment of content on interactive media is based on several aspects, namely (1) truth of material substance, (2) adequacy of coverage, (3) in, (4) actuality, (5) completeness of resources. 3) Interactivity, it means that in media providers must be able to provide interaction between learners and the media. Speaking skill is one of the important skills that must be mastered by students to communicate in English. In this skill a person or student involves one or more to interact (Yingjie, 2014: 196). Then Kline (2001: 38) says that for EFL learners (English for foreign language) speaking is the most difficult skill to be learned by students from the four skills (listening, speaking, reading, and writing) the reason because this skill is an active skill and becomes a benchmark for the success of foreign language learning. In speaking activities, there are two reasons why speaking skills are difficult for students.

First, the reason is that students are less motivated in learning English. Zhiping and Shamala (2013: 7) other reasons are caused by techniques that are not in accordance with the characteristics of students. Teaching English as a foreign language requires the use of effective learning methods, techniques, language games, or activities that can help provide student stimuli to apply speaking skills. This is what is needed is appropriate tools or media. To overcome this situation there are effective ways to teach speaking skills can be done through several activities so that students' trust and difficulties can be overcome. Hussey and Jillian (2014: 35) these activities include selecting materials, giving examples of sentences, using media that is suitable for students, and the most important thing is the principle of learning foreign languages by imitating the foreign language, especially English. The learning process of speaking skills, should be able to involve several elements in the language

including pronunciation, vocabulary, grammar (grammar), and understanding (comprehension). The design of media development used in this study is a development area. Development is the process of translating design specifications into physical form. The development area includes many variations of technology used in learning. However, it does not mean being separated from theories and practices related to learning and design. Smaldino (2011: 27), the development area includes four categories: 1) development of printing technology. 2) Audio-visual technology, 3) computer-based technology, and 4) integrated technology.

Methodology

Multimedia learning design in the context of research and development that has been carefully designed, then carried out a series of trials to determine whether the interactive multimedia design developed can be applied correctly and whether the constraints encountered in the implementation of media in the field. The product trial was conducted at 3rd semester of the Jinarakkhita Buddhist College 3 with 14 respondents. The first step is to copy multimedia learning into each student computer. Start learning by giving students time to operate multimedia learning speaking skills. The testing was carried out by two outside lecturers and lecturers from Jinarakkhita Buddhist College. After the product is validated by experts and gets a good response, the researchers conduct a trial of the product being developed. Multimedia speaking skill learning was tested on users, namely 3rd semester students at Jinarakkhita Buddhist College with 3 students. The student was selected as a one-on-one trial sample by selecting students with high, medium and low ability. The purpose of researchers is to test individuals or one by one to find out and analyze the products created.

Finding and Discussion

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Table I. The Test of Attractiveness

Respondents	Percentage	Category
A	87,27	Attractive
B	81,82	Attractive
C	83,64	Attractive
Average	85,65%	Attractive

Based on the table above it can be seen that the media attracts students with a percentage of 85.65%. Some suggestions or inputs obtained from individual limited testing are adding examples of conversations and improvements to font type. In general media attractiveness (multimedia), ease of use and the role of media in learning are good. Field testing is done by using the product design into real conditions. The media applied to 14 third semester students does not distinguish sex. The value obtained after using the media gets the number 1159 with an average of 83.5 and the smallest value obtained by students is 75 with the

largest value 87. The difference in the number of values obtained is $133 \text{ from } 1159 - 1036 = 123$. To find out the significant differences between the values obtained before using and after using the media, the researchers used the Paired Sample T Test. The test uses a two-sided test with a significance level of $\alpha = 5\%$. The level of significance in this case means the researcher takes the risk of making a decision to reject the correct hypothesis as much as 5% (significance of 5% or 0.05 is a standard measure often used in research).

Efficiency is used to find out what is used in learning to use multimedia whether it is less (efficient) or more than the amount of time (hours) that have been predetermined. The recapitulation of time used in learning using interactive multimedia is presented in the following. In calculating product efficiency with regard to study time to apply material speaking skills, namely giving opinions, how to make plans, and doing fewer interviews. This means that students are faster than before using multimedia. Usually to apply the above material requires 400 minutes, while after using the product developed the time needed is less, namely 300 minutes, meaning that there is a difference of 100 minutes. The exploration of multimedia learning speaking skills was taken from questionnaires in field tests at Jinarakkhita Buddhist College. The aspects assessed from media attractiveness are of three types, namely material (statements 1,2,3 and 4), appearance (statement 5,6,7,8), and attractiveness (9, 10, 11,12,13,14). Based on the results of the questionnaire obtained, the average material percentage was 86, 42%, 89.3% display, 92% ease and attractiveness. Overall the average media attractiveness is 88.85%.

Based on the table above, the results of the attractiveness test in the small group test, class group and attractiveness in Jinarakkhita Buddhist College students in semester 3 Bandar Lampung experienced a percentage increase. This shows that the improvements in the process of improving the quality of the media that have been

carried out by the researcher received a good response. The effectiveness of the media based on the results of the study, can be seen in the difference in the value of n-Gain between the classes after the class before. From the data analysis, the class n-Gain value after higher than the class before. Broadly speaking, these results can be said that the use of multimedia in learning effectively increases the mastery of students' speaking skills (English). There is an increase in speaking skills learning because multimedia developed provides student learning by constructing prior knowledge and learning that is student centred. In addition, multimedia learning developed by researchers' role of lecturers does not directly provide the core or conclusions of a subject matter, but students are given time and opportunity to investigate, search, find and solve their own material problems so that students can understand the basic concepts and increase student learning experience. In accordance with the principle of speaking skill learning (English as a foreign language) is to learn the language at first begins by following the example sentences and pronunciation in accordance with the provisions of the language (English). Learning foreign languages is mainly to teach speaking skills, the main task of educators is to provide a fun learning resource (Patel, 2013: 158). Herry (2012) explains that the learning principle of speaking skills or the way to obtain a language (language acquisition) that target language learners imitate learning resources either from the media or people (native speaker).

According to Herpratiwi (2009) identifies that constructivist learning theory that learning events are basically no longer like the previous concept of a lecturer or educator transferring knowledge to participants but students find a problem and the purpose of each learning material. This means that knowledge is also not something that already exists but a process that develops continuously. In this process a person's activity is very decisive in

developing their knowledge. Based on the description above, learning using media (interactive multimedia) fulfills independent criteria, namely 1) can be done by students even if only themselves, with help or without the help of the teacher, 2) giving responsibility to students to study, 3) offering students the choice more broadly on the learning method, 4) adapting individual differences, 5) evaluating student success in depth and 6) enabling students to start and stop learning according to their speed. Richard (2008) claims that English language learning, speaking skills in non-education English program learning should involve students to immediately see the appropriate examples so that the style of speech, understanding the composition of the sentence can be understood and applied. The results of the calculation of product efficiency regarding the learning time used are less than the usual time required. Usually for learning on giving opinion material, how to make plans, and doing interviews, the time spent around 400 minutes, but after the use of multimedia developed by researchers, the time used is only 300 minutes, meaning that the time is 100 minutes more efficient.

Providing an innovation to learning problems is not only effective, but the time spent is more efficient (Degeng, 2001: 154). Based on the results of the above findings, it can be said that the time used is less, 300 minutes from the usual 400 minutes. The reason, students immediately get the full material, examples of conversations and pronunciation directly from media (multimedia) compared to the use of modules or other teaching materials. According to Reigulth (2009: 77) in addition to effectiveness and eifesiensi, aspects of attractiveness is one of the main criteria for good learning in the hope that students tend to want to continue learning when getting an interesting experience. This experience can be obtained from learning which involves the activeness of students in learning, through attitudes, knowledge and attitude.

Conclusion

Based on the results of the research and discussion above, it can be concluded as follows; 1. In the effectiveness test, researchers conducted two tests using products to 14 students. The first trial before using the product obtained an average value of 74 and after using the product the average value of students became 78.4. While in the second trial the average value of students before using the product (multimedia) was 74 and after using the product it was 82.4. This means that the product is effective for learning speaking skills. 2. In the efficiency test, researchers compare the use of time before using products developed with previously used media (modules). To apply material doing interviews, how to make plans, and giving opinion usually takes 400 minutes or 8 X 50 minutes while after using multimedia the time spent is only 300 minutes. This means that the time spent is less than before, which is equal to 100 minutes

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