THE EFFECTIVENESS OF USING MULTIMEDIA-BASED LEARNING TO IMPROVE THE STUDENTS' SPEAKING IN ENGLISH OF STKIP QOMARUDDIN GRESIK

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ABSTRACT. The fluency of speaking English is a benchmark of success in mastering speaking English and it is the main achievement in the *Speaking* course. In connection with this, researchers and lecturers continue to innovate in developing English language learning, especially in improving speaking fluency. In this digital era, the use of multimedia in the learning process has become a trend because multimedia-based learning is in great demand as technology develops. Therefore, to improve the fluency of speaking English students of STKIP Qomaruddin Gresik, so that is way the method implemented. In order to be able to find out the effectiveness of using multimedia in improving students' speaking fluency, this pre-experimental study was carried out, with a single experimental pretest type involving only one experimental group. This study examines the effectiveness of using multimedia in improving the fluency of speaking English students of English education study program STKIP Qomaruddin Gresik after treatment (treatment), by comparing the results of the pretest and posttest. Researchers use the t-table an α (0.05), and the results of the t-test are 8.02 absolutized. T-table with 20 degrees of freedom is 2,085. The final calculation shows that the t-test in this study is greater than the t-table. This proves that multimedia use is very effective in improving the fluency of speaking English students. This development shows that the application of multimedia in learning speaking has succeeded in improving the fluency of speaking in English.

Keywords: speaking fluency, multimedia-based learning

INTRODUCTION

Everyone is aware that in today's global era, communicating in international languages is a necessity. As a result, teaching speaking skills is very serious. Many formal and informal institutions prioritize mastery of speaking skills than other skills. Many people assume that success in mastering English can be seen in mastering skills in speaking English fluently and right (Graves, 2008).

Today, being able to speak English fluently is a demand, especially for students who use English as a foreign language. Munro and Thomson (2004) suggested that speaking fluency is a benchmark for success in mastering foreign languages, especially English. Ton answer the challenge, many teachers and researchers together to promote language learning, especially in improving speaking English.

Along with the rapid development of technology, everyone has realized that traditional language teaching is no longer effective to support learner needs, especially to support the improvement of fluency in speaking English. Therefore the teacher tries to find modern learning by utilizing multimedia sophistication. According to Kurt (2011), a collaboration between multimedia and traditional learning could generate many advantages in the teaching and learning process. This combination could make students participate actively in, improve the quality of learning outcomes and open opportunities for learning without being limited by the space and time in learning independently. As a result, the incorporation of multimedia and traditional teaching in the EFL class has become a powerful learning media, with teaching conditions that can attract or motivate students to learn English (Harstell and Yuen, 2006).

Multimedia based-learning provides a variety of learning resources that can be accessed directly through online or offline. Students can independently search for resources needed to support the process of improving fluency in speaking in English. The most popular multimedia is English-language videos, through which videos students can independently play, stop, rewind, pause, and restart the video according to their needs (Diyyab, 2013).

The Problems found by researchers in the first observation that the ability of students' speaking is still very poor and substandard, especially in the aspects of fluency. When speaking, students still think too long to issue further speeches. The continuity of words between one another cannot be connected smoothly as they speak in mother tongue.

From the background above, the researcher find the formulation of problem that is Do students who improve fluency in speaking English using multimedia get better results than students who study in the conventional way? In accordance with the background and problems in advance, the purpose of this study was to investigate and measure the effectiveness of multimedia use to improve the fluency of speaking English.

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LITERATURE REVIEW

The speaking skill in a country take a positions English as a foreign language is needed to support successful communication. The target of learning speaking is smoothness *(fluency)* and accuracy *(accuracy)* because both of them are equally important. However, the teacher usually always emphasizes *accuracy* rather than fluency. Students are asked to focus on the accuracy of *phonology*, *grammar*, pronunciation, and discourse (Brwon, 2001), even though, it has long been suggested that *fluency is* more important. According to Gosuch (2011), the exclusion of *speaking flu*ently as an EFL is a mistake.

Speaking English Fluently

Speaking is a form of conveying information using words or sentences. Speaking means using language to vary depending on the speakers. Speaking skills are the ability to express opinions or thoughts and feelings to someone or group verbally, either face to face or remotely. Harmer (1983) stated that speaking is a natural means of communication between members of society to express thoughts and as a form of social behavior. Furthermore, Harmer (1983) stated that speaking skills are the ability to compose sentences because communication occurs through sentences to display different behavioral differences from different communities.

English Students have always prioritized speaking skill as an important part of learning a language. Every student hopes to communicate verbally according to the actual conditions. If students do not get the opportunity to learn freely and spontaneously, they will lose their desire to learn. However, the results of learning observations carried out in the *Speaking* class indicate that the lecturer prioritizes accuracy rather than fluency.

Speaking fluently is an important goal of language learning. Speech fluency is a key element in assessing language success and mastery. Koponen and Riggenbach (2000) stated that the assessment of fluency in language is the comparison between continuity and subtlety in long-term without words. In addition, according to (Badr, 2008; Romero, 2006; Smith, 2003) the fluency of speaking is speaking at normal speed without any errors in the pronunciation of words and sounds in perfect English, conveying messages in an easy-to-understand way, using simple language that corresponds to level of language ability of the other person.

Multimedia

Multimedia is a combination of video and computer (Toufan, 2011). In general, multimedia is a combination of three elements, namely, sound, text, and images. Multimedia is a dynamic and interactive presentation tool by combining text, graphics, animation, audio and video (Robin & Linda, 2001). Today, to make it easier to communicate with each other, people prefer to use multimedia. Suppose that in terms of sending and receiving information multimedia especially supported by modern media that can connect directly to the Internet. The following are multimedia components:
  a. Text

Text is a combination of a letter, then form words and sentences. The text contains information or learning material, by conveying certain intentions that are easily understood by the reader. The text is the basis of the setting of word and multimedia information.

b. Picture

Image is a visual interaction tool. When in a multimedia presentation or presentation, presenting a picture will get a clearer and more interesting information because it can reduce boredom when compared to text. Image elements are visible, so information will be easily absorbed.

c. Video

Video is basically a tool or multimedia that can provide real simulations. With video, information will be obtained that is interesting, effective and interactive because the video can show an activity or action. Video is the most complete multimedia because in the video there are sound, image and animation components.

d. Audio

Audio is defined as the kinds of sounds that are presented digitally such as sound, music, narration and so on.

e. Animation

Animation is a form of combination of text, sound, and images which are then processed into a moving medium. In general, animation is an activity to turn on an inanimate object, or seem to be alive. The most popular animations, for example, videos or cartoons, are medium to tell events, in a systematic sequence of events, so that they can be used to explain the procedure or sequence of events.

f. Interactivity

Often said to be interactive media because multimedia applications are given the ability to control existing elements. This element can only be presented on the computer with full computer control. Interactive aspects of multimedia can be in the form of navigation, simulation, games, and exercises.

In language learning, especially English, learning innovations have developed rapidly. For example in teaching speaking, with the presence of multimedia, students become more active in improving their abilities independently. To support speaking skills students can learn through video or audio in English. In this way, students can learn anywhere, without being restricted by class and teacher. After learning through video, to explore clearer information, students continue to study in class so that they can interact directly with the lecturer, so that something that has not been clarified can be peeled out by the lecturer.

Multimedia-based learning

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

Interactive technology offers the opportunity to develop fluency in speaking English. Multimedia-based learning provides teaching materials to improve eloquence; especially multimedia-based teaching materials can help students to study according to their ability and needs. Sharma and Parrett (2007) stated that online or video teaching can help students record their words and can be played back. In general, students are asked to evaluate their own words, and they will also be given the opportunity to continue to practice their experiments in order to improve speaking fluency.

The specialty of combining video recordings with speaking learning offers many advantages. In general, students can watch and see their own or their friends' repetitions

repeatedly so that students can alternately correct their mistakes. Reciprocity, that is, students will be more critical of themselves because they can see the side of their own shortcomings and development. The same was felt by educators; teachers can use video recording student performance to help students to increase eloquence and how to view and clicking their own mistakes (Kirkgoz, 2011)

English students can try to make personal videos and share them with their study partners and lecturers. They can choose the topic they like. Also, they can create news events or reportage videos about an event (Friend, Adams, & Curry, 2011). Still, according to them, lecturers or college students de pan should have mastered all multimedia, including video, audio, and Internet learning for supporting the advancement of technology. The faculty of education must also support all facilities and infrastructure to meet the needs of multimedia - based learning.

DATA COLLECTION METHOD AND INSTRUMENTS

This research was conducted at STKIP Qomaruddin Gresik and it uses a quantitative approach. Sugiono (2008) explained that quantitative research methods are research methods based on the philosophy of positivism. It is used to examine certain populations or samples, collect data using research instruments, data analysis, and set goals. The Type research that used is Pre –experimental research, that is researchers reveal causal relationships involving only one group of subjects so that there is no control of the variable. This type of research is more specific use-posttest pretest only single group (The one group pretest posttest). Technical implementation, students are given an initial test (pretest), then given treatment (treatment), after being given treatment the measurement (posttest) is done again to find out the effect of the treatment so that the magnitude of the effect of the experiment can be known with certainty.
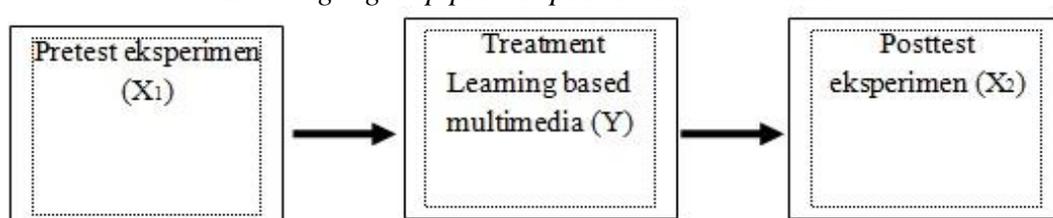
The single group pratest-posttest research chart:

Figure 3.1 one group pretest posttest design

Note :
X_1: test given before being given treatment or pre test
Y: researchers apply a multimedia-based learning model
X_2: test given after treatment or post test

In the implementation of this research, researchers used the following procedure:
1) X_1 is a pretest to measure the fluency of speaking English before treatment.
2) S subject with (Y) or treatment as the application of multimedia-based learning models.
3) X_2 is a post test to measure the fluency of speaking English students after treatment.
4) Then compared between X_1 and X_2 to find out the difference between before with after given the right treatment *(treatment).*

In this study, the population taken is a finite population because in this it consists of elements with a limited number. As for the population in this study were all 2nd semester

students speaking 2 courses even semester 2017-2018. The samples taken by the researchers take all from second semester because the totals of students are 20 students.

In order for this research to obtain relevant information and data in accordance with the research topic, the researchers used methods such as:

a. Test method, by conducting an assessment before treatment (pretest) and after treatment (posttest), then comparing the results of both. Data collection instruments from this method are test questions.
b. Observation, by observing the state of students pretest and after posttest. Data collection instruments from this method are a systematic recording of the phenomena being investigated.
c. The interview, by interviewing students to obtain information on data. Data collection instruments from this method are interview comments and questionnaires.

Quantitative data analysis is carried out by using statistical analysis to calculate the data that is from the field. In this study, the pre-test was held on February 22, 2018, which was attended by 20 students. The pre-test questions tested for students were the same as the questions tested in the post-test. The pre-test was tested before the students got the treatment; the treatment in question was multimedia -based learning. The pre-test form provided by the researcher is a form of oral examination with four questions. Each question item is worth 25 if the student can answer according to the specified criteria.

FINDINGS AND DISCUSSION

After the data is collected, the data is applied in the formula. We present the computational calculation results as follows:

t-Test: Paired Two Sample for Means

	Variable 1	Variable 2
Mean	65.95238095	79,76190476
Variance	66,54761905	48.69047619
Observations	21	21
Pearson Correlation	0.465331505	
Hypothesized Mean Difference	0	
Df	20	
t Stat	-8.020051353	
P (T <= t) one-tail	5.60709E-08	
t Critical one-tail	1,724718243	
P (T <= t) two-tail	1.12142E-07	
t Crit ical two-tail	2.085963447	

The researcher used t-table α (0.05) and the results of the t-test were 8.02 absolute. T-table with 20 degrees of freedom is 2,085. The final calculation shows that the t-test in this study is greater than the t-table. This proves that multimedia use is very effective in improving the fluency of speaking English. This development shows that the application of multimedia in learning speaking has succeeded in improving the fluency of speaking in English. The treatment given is by using multimedia as a tool, both in the form of video, audio, PowerPoint, and android. In each learning tutors usually use three tools, namely PowerPoint, video, audio, and WhatsApp. For the usual start, tutors use PowerPoint to explain the material and provide new vocabulary. In this case, students play a very active role

by finding difficult vocabulary so that they understand the meaning and how to use it. After that students compose several sentences using new vocabulary.

The next step is that the tutor plays videos that are equipped with audio so that students can understand the vocabulary pronunciation and use of sentences according to the actual conditions. By viewing videos and listening to audio students can understand how to pronounce, correct, and express facial expressions so that students can pronounce them accurately. After that, students are tasked to summarize the essence of the material they have obtained from the tutor's explanation as well as from the video, then the students explain the core of the material they have acquired in good and correct English. To improve the fluency of English language students, they are assigned to make recordings through *WhatssApp* group about topics that have been determined in a certain time vulnerable. Before starting the recording the tutor explains the completeness criteria that must be achieved by the student so that the recording is in accordance with the desired basic abilities. After students are asked to make recordings by paying attention to the advice of the tutor, the reciprocity was given by tutor to students is a correction of pronunciation errors, intonation, and tempo in delivering the material.

CONCLUSION AND SUGGESTION

Today, being able to speak English fluently is a demand, especially for students who use English as a foreign language. To improve the ability and fluency of speaking English, multimedia-based learning is needed. To find out the effectiveness of learning, experimental research is needed. In this study, researchers concluded that the use of multimedia is very effective to improve the fluency of speaking English students. this conclusion is obtained because the study uses t-table α (0.05) and the results of the t-test are 8.02 absolute. The table with degrees of freedom 20 is 2,085 so learning can improve the ability to speak and fluency in speaking English.

Reflecting on the results of research, research suggests that 1) multimedia-based learning can be used as an alternative for teachers to improve their ability to speak English. 2) the application of multimedia-based learning is not as easy as it is thought, for that the teacher must really prepare carefully. In addition, class facilities must be qualified because they require *LCD projectors*, *audio systems* , and loudspeakers. 3) The teacher must be the controller in learning. Don't fall asleep in enjoying multimedia because multimedia is only a tool for learning. 4) In order not to waste time with no use, the teacher must set the time. The teacher must prepare teaching tools and make procedures in learning.

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