INTERACTIVE MULTIMEDIA AND MOBILE APPLICATION FOR LANGUAGE LEARNING (MALL) IN TEACHING SPEAKING VIEWED FROM MOTIVATION

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Abstract

The study aims at providing the empirical and theoretical evidence for the effect of multimedia and motivation on speaking skills. The quassi experimental study involved 40 students under investigation, determined randomly through multistage random sampling technique. The results of the research indicate that there is an interaction effect between multimedia and motivation on the speaking skills; there is no significant difference in the speaking skills between the group of students who learn using Interactive Multimedia and those who learn using Mobile Assisted Language Learning (MALL); the students with high motivation have better speaking skills than those with low motivation; the students with high motivation who learn using Interactive Multimedia have better speaking skills than those who learn using MALL; and the students with low motivation who learn using MALL have better speaking skills than those who learn using Interactive Multimedia.

Keywords: interactive multimedia, MALL, speaking skills, motivation

Introduction

In present day, people are encountering a huge amount of widespread technology including banks, courts, schools, and even small stores. It is impossible to abandon such a commodity since it has become a part of people’s lives. Technology also has an impact on education such as facilitating the learning process. The teachers help students’ learning, monitor their activities, and evaluate their performance. Arguably, the teacher has the capacity to prepare lessons or materials through multimedia technology and it is useful to
introduce the lessons and give them a more value with better illustrations, Wilona, A., Ngadiman, A., & Palupi, M. G. R. (2010). The use of technology has been slowly but surely moved from an alternative way of teaching English to become the core way in ELT.

**Review of Literature**

From the four language skills (listening, speaking, reading, and writing), speaking skill is a crucial task for EFL learners; yet the most complex and challenging of the four language skills, Hamad, M. (2013); Lazaraton, A. (2014); Solcova, P. (2011). According to Aliakbari and Jamalvandi (2010), being capable to communicate orally with each other and using language effectively are nowadays of the utmost importance, up to the point where learners who are not able to be fluent in using a foreign language cannot be considered effective language users. In EFL context, a learner is struggling among various factors hindering to achieve the prominent crucial skills in communication. Having EFL skills are inevitable in social life as well as career opportunities, Rashid, R., Mohammed, S., Rahman, M., & Shamsuddin, S. (2017). These confronted challenges impede mastering speaking skills, making EFL learners’ oral performance below expectations, Thornbury, S. (2013); Zhang, X., Chongying, L. (2013). Therefore, having good efficacy of speaking promotes better communication. In certain circumstances, teachers make the learning and the teaching process more effective with the use of media, (Kennedy, 1983). Media are not limited for fun, but they have roles in teaching English (Cahyono, 1997).

EFL has been connected to affective issues as well such as motivation, self-confidence, and anxiety, Leong, L. & Ahmadi, S. M. (2017). Motivation takes an important role in learning process since the success or failure of acquiring a language depends on how motivated a person is. One succeeds in acquiring the language with proper motivation, likewise, he or she may fail. It is difficult to acquire a language if students do not have the desire to immerse in the language.

Clearly, the importance of motivation cannot be understated. Students who are motivated are likely to perform better in the process of learning, Leong, L. & Ahmadi, S. M. (2017). The reason is that they are interested in the learning process and they want to do well for the
goodness of the learning. They will also find their learning to be meaningful as they will be prepared to delve deeply into the things they are learning. The more students engage in any activity that triggers them to use the language, the more they achieve. On the other hand, if learners have an unfriendly attitude towards the language, they will not have any substantial improvement in acquiring the different features of language, Merisuo-Storm, T. (2007)

Thus, the study investigates the interactive multimedia and MALL as things of leading technology in ELT and students’ motivation as affective issues that influence the success in language learning. The questions to answer are as follows: (1) whether there is any significant difference in speaking skills between the group of students who learn using interactive multimedia and those who learn using MALL; (2) whether there is any significant difference in speaking skills between the group of students having high motivation and those having low motivation; (3) whether there is any interaction between the multimedia and motivation on the students’ speaking skills.

**Method**

**Site and Participant**

The study was conducted in a private university in Yogyakarta, Indonesia for two months with six meeting sessions. The participants were all EFL students ranging from first to seventh semester. Based on the multi stage random sampling, 40 students were selected and then divided into two groups, experimental and control. The experimental group or Class A made use of interactive multimedia and the control group or Class B made use of MALL.

**Design**

This study used a quasi-experimental method, in which treatments were assigned to two different groups as the samples of research. The two groups were then randomly determined as either an experimental group or a control group. The experimental group was treated with interactive multimedia (Mglab Netlux), while the control group was treated with MALL (V-buddy, wattpad, padlet, google classroom). The other independent variable to be tested in this study was students’ motivation; which focused on high and low. In short, the first independent variable
was the multimedia, while the second independent variable was motivation regarded as the attributive variable. Hence, this research used a 2 x 2 factorial design.

The instruments were speaking test to measure the effect of the multimedia on the students’ speaking skills and questionnaire to determine the level of students’ motivation. The scores from motivation questionnaires were then used to determine 30% high and 30% low in both experimental and control group. For the motivation questionnaire, the validity was analyzed using Coefficient Correlation Product Moment and its reliability was measured using Alpha Cronbach.

Descriptive statistics and inferential statistics were employed to analyze the data. From the descriptive statistics analysis, the mean score of each group was described and compared. Then, the inferential statistics analysis was carried out to determine the effect of independent variables on the dependent variable using a two-way analysis of variance (ANOVA) at the level of significance $\alpha = 0.05$. Further analysis using multiple-comparison procedure (Post Hoc Multiple Comparison) was applied to determine which pairs of mean scores differed. The samples of each cell were the same, 6 students, then Tukey test was applied to conduct multiple comparisons in order to find out which multimedia optimally affected the speaking skills from the two groups, high or low.

Findings and Discussion

The calculation of the data in the form of descriptive and inferential statistics can be viewed respectively in the Table 1 and Table 2. Descriptive statistics showed the mean scores of the students. Students who were taught using interactive multimedia obtained 74.22, while those who were taught using MALL gained 74.84. In terms of motivation, students with high motivation achieved 82.36, while the ones with low motivation obtained 70.48. Furthermore, students with high motivation taught using interactive multimedia gained 76.44, while students with low motivation taught by the same multimedia got 70.32. On the other hand, the students with high motivation taught using MALL achieved 74.52, while the low ones taught by the same multimedia attained 78.16.
Dealing with the first independent variable, Table 1 shows that $F_0$ for the effect of the multimedia (A) is 2.37 less than $F_t$ on the level of significance $\alpha = 0.05$ ($F_0 = 2.37 < F_t = 3.36$). This means that the null hypothesis ($H_0$) is accepted. This proves that there is no significant difference on speaking skills between the students who learn using interactive multimedia than those who learn using MALL. This finding proves that both multimedia, interactive multimedia and MALL, are two effective multimedia to teach speaking. Through the two multimedia, it is proven that the scores of speaking skills of the students who learn using interactive multimedia are insignificantly different from the scores of students who learn using MALL. In short, the two multimedia work effectively creating enjoyable learning experience and increasing participation in class.

In line with the finding, Tomlison (2009) and Gençütér (2015) state that computer-based activities provide learners rapid information and appropriate materials. They continue that multimedia materials motivate learners to learn more. In addition, Larsen-Freeman & Anderson (2011) support the view that technology provides teaching resources and brings learning experience to the learners’ world. Interactive multimedia and MALL open chances for the students to become responsible learners for their own learning, and the teacher becomes the facilitator in the learning process. This confirms the finding that interactive multimedia and MALL are effective multimedia in teaching speaking.

Related to the second independent variable, Table 1 shows that $F_0$ for the effect of motivation (B) is 12.64 higher than $F_t$ on the level of significance $\alpha = 0.05$ ($F_0 = 12.64 > F_t = 3.36$). The null hypothesis ($H_0$) is rejected, meaning that the alternative hypothesis is accepted. This proves that there is a significant difference on the scores of speaking skills between the students who have high motivation and those who have low motivation. The finding reveals that the students who have high motivation were more successful than the students who have low motivation in speaking skills overall.

### Table 1. Sum of the Calculation of Two-Way ANOVA

<table>
<thead>
<tr>
<th>No.</th>
<th>Source of Variance</th>
<th>$F_0$</th>
<th>$F_t (0.05)$</th>
<th>Note</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Multimedia (A)</td>
<td>237</td>
<td></td>
<td>Not Significant</td>
</tr>
<tr>
<td>2.</td>
<td>Motivation (B)</td>
<td>12.64</td>
<td>3.36</td>
<td>Significant</td>
</tr>
<tr>
<td>3.</td>
<td>Interaction (A x B)</td>
<td>8.82</td>
<td></td>
<td>Significant</td>
</tr>
</tbody>
</table>
Through using technology, the learners can be motivated in learning language. Chuang (2014) describes how the development and implementation of the multimedia support learning environment and will be beneficial in student and instructor engagement including the overall learning motivation. This environment can promote greater classroom engagement and support collaborative learning. The findings of the study are also comparable with the study by Khoshsima, H., & Shokri, H. (2016) in enhancing motivation of learners to speak. It is found out that activities involving multimedia foster students’ interest in the subject and, consequently improve their speaking skills. In further study whose results parallel the findings of this study, Khoshsima, H., & Shokri, H. (2017) examine the role of motivation in speaking skill. This study utilizes two questionnaires submitted to both students and teachers of oral expression. The analysis of the questionnaire shows that both learners and teachers consider motivation as an important factor in enhancing the skills of speaking. Haakonsson, Burton, & Obel (2008) add in the pleasant atmosphere students are braver to take risks without being afraid of failure.

Based on the calculation of a two-way ANOVA on Table 1, it can be seen that $F_0$ for the interaction factor (A x B) is 8.82 higher than $F_t$ on the level of significance $\alpha = 0.05$ ($F_0 = 8.82 > F_t = 3.36$). This proves that there is a significant interaction effect between multimedia and motivation toward speaking skills. Therefore, the null hypothesis (Ho) is rejected, and the alternative hypothesis is accepted. In line with the finding, there is an interaction between multimedia and motivation. This implies that certain multimedia is more appropriate for a certain level of motivation. Due to an interaction effect, it is followed by further analysis by Tukey test for two groups which were compared. The result of Tukey test can be seen in the table 2 below.

<table>
<thead>
<tr>
<th>No.</th>
<th>Compared Group</th>
<th>$Q_0$</th>
<th>$Q_{critical}$</th>
<th>Note</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>$A_1B_1$ with $A_2B_1$</td>
<td>7.11</td>
<td>2.89</td>
<td>Significant</td>
</tr>
<tr>
<td>2.</td>
<td>$A_1B_2$ with $A_2B_2$</td>
<td>4.52</td>
<td>2.89</td>
<td>Significant</td>
</tr>
</tbody>
</table>

It is found that $Q_O$ for the effect of multimedia for the students with high motivation is 7.11 higher than $Q_t$ on the level of significance $\alpha =$.
0.05 ($Q_o = 7.11 > Q_t = 2.89$). This means that the null hypothesis is rejected, while the alternative hypothesis is accepted. This result shows that the speaking skills of students having high motivation who learn using interactive multimedia is higher than those of the same group who learn using MALL. Additionally, the $Q_o$ for the effect of multimedia for students with low motivation is 4.52 higher than $Q_t$ on the level of significance $\alpha = 0.05$ ($Q_o = 4.52 > Q_t = 2.89$). This means that the null hypothesis is rejected, while the alternative hypothesis is accepted. This result shows that the speaking skills of students with low motivation who learn using MALL is better than those of the same group who learn using interactive multimedia. In this study, it was found that in teaching speaking, interactive multimedia is more effective than MALL for the students with high motivation; on the contrary, MALL is more effective than interactive multimedia for the students with low motivation.

Badran (2001) states that productive skills are affected by motivation. In other words, the studies provide that motivation determines the development of oral skills. Related to the use of multimedia for digitally supporting learning, shifting from a teacher-centered to a learner-center classroom. This learning environment can integrate different activities that support the development of language skills, increasing the motivation of the learners, Dina, A. T., & Ciornei, S. I. (2013); Bozdogan, D. (2015). Thus, interactive multimedia is appropriate for the students with high motivation. Meanwhile, MALL engages the students to use their mobiles for their assignments at any time and any place which they wish and consequently they want to continue learning in this way, Botero, G. G., Questier, F. & Zhu, C. (2018). Therefore, MALL is appropriate for the students with low motivation.

**Conclusion**

On the basis on the discussion, it can be concluded that multimedia and motivation have an effect on the students’ speaking skills. Both interactive multimedia and MALL are effective media to help them achieve the skills in speaking. The differences in motivation, high and low, also affect the differences in speaking skills. The interactive multimedia is eventually more appropriate for the students with high motivation, while the MALL is more appropriate for the students with low motivation.
**Recommendations**

1. Teachers or lecturers need to implement a technology plan that considers integration strategies along with purchasing decisions (Pourhossein Gilakjani, Leong, & Hairul, 2013).
2. Teachers in the institution are expected to utilize both interactive multimedia and MALL to assist the students to improve their skills.
3. The technology plan must be closely aligned with the curriculum standards. Teachers need to consider which educational approach is effective when integrating technologies in ELT, (Pourhossein Gilakjani, Leong, & Hairul, 2013).
4. Language teachers are required to urge their learners to use technology in developing their language skills.
5. Teachers also need to recognize and consider the students’ motivation so that they can apply the appropriate multimedia technology.
6. Teachers should find the ways that technology can help them towards learner-centered instruction as opposed to teacher-centered instruction, (Riasati, M. J., Allahyar, N., & Tan, K. E., 2012).
7. Teachers should be a pattern for their learners in using computer technology (Pourhossein Gilakjani, & Sabouri, 2017).
8. Teachers should be aware of their roles as guides and facilitators of their learners’ learning, Pourhossein Gilakjani, & Sabouri, 2017).

**References**


