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Speaking Learning Based on Multimedia

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Abstract

Learning media is one component that determines the success of learning. Learning media that should be used in the present day is a learning medium that facilitates students to be students and graduates are multi-competent, multi-literate, critical thinking, creative, innovative, able to cooperate and collaborate. Learning media that has such characteristics is multimedia. The multimedia chosen in speaking learning, especially on presentation, should be relevant to the needs of learning materials and learning objectives at each stage of the speaking, which includes (1) pre-speaking stages (e.g. group presentation videos used to analyze concepts and presentation aspects; e-books, journals online, online articles, e-mails used to determine the topics, develop topics, and compose the content of speech, etc.) (b) speaking stage, and (3) post-speaking stage. The use of multimedia in each stage of speaking facilitates students to succeed in learning

Keywords: multimedia, speaking, presentations, speaking learning

A. Introduction

The XXI century has the characteristics of (1) information that is very much available and can be accessed anytime, anywhere (2) computing makes work faster (3) routine work is replaced with automated equipment (4) wherever we can do communication (Balitbang, Kemdikbud 2013). This has consequences for learning, as Sanjaya (2013: 198) notes that when science develops rapidly, the presence of teachers in the classroom does not monopolize learning, even learning is centered on students, learning can be done by students anytime and anywhere. Learning can be carried out effectively and efficiently if the teacher as a learning designer can select, determine, and use various media, appropriate learning resources.

The idea above suggests that in this information age, the learning media that teachers should use varies, not just using one type of media, but various types of media. Especially when it is associated with the competencies that must be owned by students who are oriented to the competence and / or HR expertise of the XXI-Century in "21st Century Partnership Learning Framework" (BNSP, 2010: 44-45), as follows:

1) Critical-Thinking and Problem-Solving Skills - able to think critically, laterally, and systemically, especially in the context of problem-solving;
2) Communication and Collaboration Skills - communication municipalities and collaborating effectively with various parties;
3) Creativity and Innovation Skills - able to develop their creativity to produce innovative breakthroughs;
4) Information and Communications Technology Literacy - able to utilize information and communication technology to improve daily performance and activities;
5) Contextual Learning Skills - able to undergo contextual independent learning activities as part of personal development;
6) Information and media literacy skills - able to understand and use various communication media to convey ideas and carry out collaborative activities and interactions with various parties.

Binkley, et al. (2012: 18-19) suggests that there are 10 skills that must be possessed by XXI human, resources can be grouped into 4 groups, namely (1) ways of thinking (think creative and innovative, critical thinking, thinking metacognition, (2) ways of working (communicating and collaborate), (3) livelihood (citizenship, work and career, as well as individual and social responsibilities), and (4) tools for work (information literacy, ICT literacy).

The idea above shows that the role of multimedia is not only as a tool to facilitate students in mastering the learning materials, but also facilitate them into millennial generation that is capable of thinking critically, creative, and innovative, able to cooperate and collaborate, mastering information and ICT literacy so as to survive and competed in his day.

Learning that facilitates students as above, is in line with the learning process according to the current higher education curriculum, which is student-centered learning (Student Centered Learning / SCL) by focusing on the expected learning achievement (Curriculum and Learning Team of the Directorate of Learning and Student Affairs, 2014: 14). What is meant by student-centered is that the achievement of graduate learning is achieved through a learning process that prioritizes the development of creativity, capacity, personality, and student needs, and develops independence in seeking and finding knowledge. Students should be encouraged to have motivation in themselves, then strive to achieve the desired learning outcomes (2014: 53).

The statement above serves as an indication as stated earlier is that learning, especially speaking - presentation lessons - should use multimedia so that learning not only has an instructional effect, but also has a nurturing effect. Students also not only have hard skills, but also have soft skills because the last century information (communication) and knowledge services have been emphasized much more than manufacturing (Pacific Policy Research Center, 2010). Therefore, the concept of multimedia with all its aspects need to be understood to be realized.

B. Research Methodology

In this study, the literature study method was used. Books, articles in journals, proceedings, and other documents, as well as government policies, especially educational policies that are related to the topics discussed are studied. Research is conducted to obtain information relating to the topic so as to provide solutions in solving problems encountered. According to Creswell (2012) literature study is a summary of articles, books, and other documents that illustrate past and present knowledge of knowledge about the topic, organizing the literature into topics and documenting it according to the needs of the study.

C. Discussion

1. The Definition of Multimedia

The term multimedia is used because this medium is a combination of various media, namely audio, graphics, video as presented by Kustandi and Sutjipto 2013: 68) that multimedia is two or more media that are used in an integrated manner in one activity. For example, the use of text is integrated with movie sounds, animation. Graphics integrated with images or photos.

The term multimedia is used because the media form that is used is a combination of several media, eg, audio, graphics, video, and so as presented Zhen (2016: 182) argues that the integrated use of graphics, animation, video, sound, text presentation on computers is called multimedia.

Tools used in multimedia can be classified into two kinds: hardware and software. In this connection, Klimova (2013: 112) explain that multimedia consists of hardware and

software. Hardware includes interactive whiteboards, computers, television, or mobile phones. Software covers for tools used in communication. For example email or video conferencing. Susikaran (2015: 1) explained that multimedia is a combination of computer hardware and software. It is possible to integrate the use of video, animation, audio, graphics, and test resources to develop effective presentations on an affordable desktop computer. Gilakjani (2012: 57) defines that multimedia is an interactive application using software in the form of a computer. In its use, text, color, graphic images, animation, sound audio, and full motion video in one integrated application.

Multimedia is used to facilitate learners to understand concepts, both concrete and abstract. Therefore, according to the Center for Teaching and Learning (1993: 1) multimedia is the use of several media which includes text, images (including video), graphics and sound in computer technology. This is done so that the user can find information and construct knowledge in various ways. In addition, it can solve problems through the use of images and videos of real-world experiences., multimedia is a combination of computer technologies involving texts, images (including video), graphics, andsounds. It usually allows a user to find information and constructs knowledge in a variety of ways, and it issues on the problem solving as a basis for understanding-using images and videos of real world experience

The opinions above state that multimedia in learning using a computer as a tool. In this connection Sanjaya (2013) argues that computers are currently used as multimedia tools that provide opportunities for students to be creative about science. The use of computer-based multimedia is the optimization of the role of computers as a means of integrating the presentation of text, sound, and graphics. Kustadi and Sutjipto (2013: 68) suggests that at this time multimedia leads to the development of computers in education. The Internet provides a positive influence in the implementation of learning through e-learning programs, e-education, and others. Yang (2008: 137) explains that in general the essence of multimedia teaching is the creation of platforms, exchanges, and communication using computers Klimova, (2013: 112) argues that different educational programs try to make their learning interesting so that students feel entertained. These programs combine education and entertainment. Such education is called edutainment.

From the above explanation, it can be stated that multimedia learning is a combination of tools that are used in an integrated learning, either in the form of hardware, or software to help learners in mastering learning materials so as to achieve learning objectives.

2. Types of Multimedia

Klímová (2013: 113) explains that multimedia consists of linear multimedia (e.g. an e-books) and nonlinear multimedia (e.g.a video games or a self-paced e-Learning courses). Linear media users have no control over multimedia content. They are only passive recipients. Non-linear multimedia users can interact with content so that communication is two-way.

Kustandi and Sutjipto (2013: 68) use the term interactive multimedia for nonlinear multimedia. This is due to the use of nonlinear multimedia students not only receive information, but also respond to the information so that student interaction with teachers. More details Kustandi and Sutjipto explain that two categories of multimedia, namely linear and interactive. Linear Multimedia is multimedia that cannot be operated by the user because it is not equipped with a controller. An example TV and movies. Interactive multimedia is multi media that can be operated by the user because it is equipped with a controller so that the user can choose what he wants. An example is video games

Zhen (2016: 183) argues that multimedia is composed of various components: text, graphics, animation, sound, and video, Vanghan (Zhen, 2016:

183) suggests a fundamental element in all multimedia applications is text. most of the information is conveyed via text. In learning English, plain text can be used or various typographic effects. We can use plain text or various typographic effects for emphasis or clarification. Teachers can use different font sizes, font colors, and styles to present information, emphasizing certain words or phrases so that readers become interested.

Graphics include pictures and images, such as charts, diagrams, and photographs, that contain nomovements. Sanjaya (2013: 214) explains that graphic media is the most widely used media in learning because it is concrete and more realistic, it comes with verbal media so that it can clarify the mater. The role of graphics in language learning is very important.

Animation is a series of images of 2-D or 3-D artwork or model positions to create the illusion of motion that is displayed on the fly. Animations range from basic graph with a simple motion to a detailed image with complex movements. To increase student motivation the teacher can highlight the main knowledge points by using animation. Munir (2013: 180) explains the function of animation as the attention of the audience to the material presented, beautify the presentation of presentation, facilitate the arrangement of the presentation, and facilitate the representation of a presentation.

Sound is something that can be listened to. It can take the form of speech, music, or other sounds. In multimedia sound is recorded and stored on a computer. Sound storage in a computer has advantages over that stored on a tape recorder. Teachers can use more lively and useful voices to assist students by using multimedia.

Video is a tool that displays a visual image of a still or moving object. Videos can provide clearer information than animations, but using videos takes up more storage space than animations.

In traditional classrooms, some conventional learning media are used, such as blackboards, chalk, tape recorders, and so on. In classrooms that use multi-media, more modern equipment is used. A special class is required for multimedia use. The equipment needed in the use of multimedia is a multimedia personal computer (MPC), VCD/DVD player-video compound disk/digital video disk; Hi-Fi amplifiers and acoustic systems; overhead / slide projector; screens/curtains; Projecting equipment; Internet access; Cassette tape recorder, Camera recorder (Zhen, 2016: 183)

3. The Benefits of Multimedia

The process of learning by using multimedia enables the various senses (audio, visual, etc.) of learners so that the learning is done effectively and efficiently. Edgar Dale through Cone of Experience has introduced this twenty centuries ago (Klímová, 2013: 114; Sanjaya, 2013: 199) both audio, visual. Gilakjani (2012: 57) formulates the multimedia benefits of the following opinions:
1) provides complete information because of the functioning of complex senses using several media, such as text, graphic images, audio and video. The combination of the use of the media allows a person to obtain a large amount of information
2) presents more structured information compared to single media
3) increase memory because information is obtained through multiple representations
4) encourages active processing
5) Presenting more information at the same time. Klimova (2013 .: 112)

Kustandi and Sutjipto suggested that multimedia benefits in learning as follows.
1) Attract students' attention in the learning process

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2) Build interaction student, teacher , and learning resources
10 More efficient in terms of total teaching time
4) The quality of student learning can be improved
5) The flexible learning process can be done anytime and anywhere
6) Shape, build, and improve student attitudes

4. The Advantages and Weaknesses of Multimedia

Yang (2008: 137) puts forward the advantages 11 Multimedia as follows:
1) Multimedia teaching can build interactions between teachers and students. The main purpose of using multimedia in language learning is to train and improve students' ability to listen and speak, and to develop students' communicative competences. The teacher acts as a facilitator.
2) Multimedia Teaching in the context of language teaching can optimize class organization so that the class becomes lively and interesting. In the use of multimedia teachers and students can be more creative.
3) Multimedia teaching is flexible. This means that multimedia teaching can be done at various places and at various times, not only in classroom
4) Multimedia language teaching provides opportunities for students to collaborate with others

Pun (2013: 31-33) describes the multimedia advantages as follows:

1) Students become motivated to learn
2) Students' communicative competence develops
3) Students' knowledge of culture becomes wider
4) Teaching efficiency is increased
5) The interaction between students and between teachers and students is increasing
6) 13 conducive teaching environment in the classroom is created
7) Provide opportunities for teaching English outside the classroom

Klimova (2013: 113) presents the following multimedia's advantages:
1) modern/fashionable;
2) up-to-date as it can be usually easily modified;
3) user-friendly;
4) relatively inexpensive;
5) eye-catching/appealing to students;
6) stimulating; and simply, a natural means of student's everyday use

6 The weaknesses of multimedia are as follows:
1) Emphasis on the Supplementary of effective Teaching
2) Lack of Communication between Teachers and Students
3) Lack of Real-Time Teaching
6 Loss of Students' Logical thinking
5) Expensive Way of Conducting Language Classes (Pun, 33-35)

5. Principles of Multimedia Use

According to Gilakjani (2012: 59-60) the principles of the use of multimedia are as follows
2
1) Words and pictures are better than words alone
2) Multimedia learning is more effective when learner attention is focused, not split

3) The presentation of multimedia content should exclude extraneous and redundant information
4) Multimedia learning is more effective when it is interactive and under the control of the learner.
5) Multimedia learning is more effective when learner knowledge structures are activated prior to exposure to multimedia content
6) Multimedia instruction that includes animation can improve learning
7) Multimedia leaning is most effective when the learner is engaged with the presentation.
8) Multimedia learning is most effective when the learner can apply their newly acquired knowledge and receive feedback.\

Zhen (2016: 188) puts forward the principle of the use of multimedia as follows:

1) Scientific principles. Namely, courseware design cannot appear any errors;
2) Subsidiary principle. We must always adhere to: Although multi-media teaching has many advantages, it is only a supplementary means, and does not substitute for the role of people;
3) Interactivity principle. More interactivity between teachers and students, students and multimedia, more effective results we will have;
4) Combination principle. Combine the advantages of modern teaching and the traditional teaching organically

6. Multimedia in Speaking Learning

Learning speaking is very important because speaking, especially presentation, is an ability that must be mastered by students. Presentations are required in academia, organizations, recruitment (Chivers & Shoolbred, 2007) or the world of work (Business The Ultimate Resource (2007) & Kapterev (2011)). According to Zivkovic (2014), oral presentations enable students to function successfully in a professional environment in the future, and prepare them for further education in the academic world. Therefore, according to Syihabuddin (2009: 193) speaking skills, learned, practiced, and constructed for students vary, ranging from simple to complex skill skills such as presenting papers in scientific forums.

Good presentation criteria include content elements, structure, and delivery of Sellnow (2005: 73). The content aspect relates to the focus, breadth and depth of content. Structural aspects include macro structure (introduction, content, and closing) and microstructure (language) related to word choice (clarity, inclusiveness, and accuracy) and sentence (communicativeness, variety, truth). Aspects of delivery/performance related to vocalization (tone and intonation, pause, and pronunciation), and expression (eye contact, mimic, and gesture).

Achievement of capabilities that meet the criteria requires various efforts to be undertaken by the lecturer. Lisnawati's research, Yuniawati, and Kusmini (2017: 238) show that student presentation skills have not met expectations. This is due to students 'difficulties in developing the content of speech and using Indonesian language well (cognitive) and students' difficulties overcoming anxiety and anxiety when speaking in front of the crowd (affective. This is in line with the opinion of Thornbury (2005: 25) which suggests that there are a number of factors that determine the easy or difficult to speak, namely cognitive factors, affective factors, and performance factors

Solutions to the problem was one of them is to design multimedia-based learning talk because the difficulties of students in developing the contents of the conversation due to the limitations of students in using the source of speech and

multimedia can facilitate students in developing insights related to the topic of conversation by using various sources: e-books, journals online, blogs, online papers, and so forth.

Difficulties in the use of Indonesian language is good and true because students do not master the rules of the language and not yet accustomed to apply the rules of language that already has. To overcome this can be done through training by recording student activities in a presentation by using android devices that students have. For the next recording of the student presentation aired, commented upon, responded by other students, both advantages and disadvantages. Thus, students are facilitated to interact, even cooperate and collaborate with colleagues to improve their weaknesses. Even this can be a solution to overcome anxiety, anxiety in the presentation. This is in line with Piaget's opinion in Slavin (2005: 37) that "knowledge of the social tools-language, values, rules, morality, and symbol systems (such as reading and math) can only be learned in interaction with others."

The design of learning to speak using multimedia can be arranged in the form of learning oriented to the steps in speaking. Abidin (2015: 198) puts forward the oral speech procedure as follows:

1) Pre-Speaking Stage
    a) Determine the theme
    b) Determine intent and purpose
    c) Create a framework for the content of the conversation
    d) Retrieving data
    e) Interpret the data
2) Speaking Stage
    a) Prepare text and practice speaking
    b) Present the conversation
3) Post-Speaking Stage
    a) Interactive Dialogue
    b) Development of performance

According to Wang in Wang and Gao (2016: 93) the delivery of oral information has three stages: (1) preparation stage (2) presentation stage - presenting information, and (3) evaluation stage.

Table 1: Multimedia in Learning Speaking

Speaking Stages	Learned Material	Multimedia Used
Pre-Speaking Stage	The concept of presentation and its aspects	(1) Group Presentation Video (2) e-book (3) journals (4) articles, etc.
	Search for topics, develop topics,	(1) e-book (2) journals (3) articles (4) e-mail, etc. (5) power point
Speaking Stage	Prepare the contents of the talk / presentation	(1) video recording when practicing speaking presentations (2) making power point
	Practice presentation	Performance video footage
Post-Speaking Stage	Speaking / Presenting	Video viewing presentations: correction and confirmation
	Speech Evaluation	(1) Email (2) Performance video footage in other activities

The design of multimedia usage above (Table 1) is expected to be able to overcome the students' difficulty when presentations so that students can present in accordance with the criteria.

Similar research has been conducted by Muslem and Abas (2016) on the effect of immersive multimedia learning technique (video clip) with peer correction in reading and speaking English first year students of 80 English students at Syah Kuala Banda Aceh University. The assessed components include pause, phrase, pressure, intonation, rate, and integration. The results show that imersive multimedia techniques with peer correction can develop oral production skills in English close to native speaker patterns especially among underachieving students.

D. Conclusion

The conclusion from the description above is that multimedia-based learning is a combination of tools that are used in an integrated learning, either in the form of hardware, or software to help learners in mastering learning materials so as to achieve learning objectives.

There are two types of multimedia, namely one-way multimedia and two-way multimedia. Multimedia has advantages and disadvantages. The use 1 multimedia should pay attention to the principles of multimedia usage so that it is in accordance with the learning materials that must be mastered and the learning objectives to be achieved.

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