




Speaking learning based on multimedia

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APA Citation:

Lisnawati, I. (2021). Speaking learning based on multimedia. *Journal of Language and Linguistic Studies*, 17(4), 2046-2056.

Doi: 10.52462/jlls.147

Submission Date:01/06/2021

Acceptance Date:25/08/2021

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 have these characteristics are learning media that combine, collaborate, or integrate several learning media, for example images, graphics, audio, and so on. Because the media uses several media, the media is referred to as 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; critical thinking

1. 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) Able to think critically and solve problems

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- 2) Able to communicate and collaborate effectively with various parties
- 3) Creative and innovative – able to innovate to produce new breakthroughs
- 4) Mastering Information and Communication Technology
- 5) Able to Learn Contextually to develop themselves
- 6) Mastering information and media literacy to collaborate and interact with various parties

Binkley, et al. (2012: 18-19) According to Binkley, et al. (2012: 18-19) human resources of the XXI century must have 10 skills. which are grouped into 4 groups, namely (1) ways of thinking (creative and innovative thinking, critical thinking, metacognitive thinking, (2) ways of working (communicating and collaborating), (3) livelihoods (citizenship, work and career, and individual and social responsibility), and (4) tools for work (information literacy, ICT literacy).

The idea above shows that the role of multimedia is not only as a tool so that learning materials are easily mastered by students, 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: 53). What is meant by student-centered is that in learning student is the main subject so that learning facilitates students to be creative, develop personality, develop independence, explore knowledge on their own. Learning must motivate students so that they have internal motivation within themselves to achieve goals according to their needs and desires

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. Thus, in addition to having hard skills, students 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.

2. 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 essentially an attempt to solve problems. Therefore, in this research, data or information is needed to solve the problem. One source of information is literature. According to Creswell (2012) literature study is a study that uses information about previous knowledge contained in articles, journals, books, and other documents relevant to the research topic.

3. Review of Literature

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) argues that multimedia is the use of media by combining two types of media, namely computer hardware and software. Thus, in its use there is the use of two or more media in an integrated manner. For example, to develop effective presentation skills, video, animation, audio, graphics, and testing resources are used. Gilakjani (2012: 57) defines that multimedia is an interactive application using software in the form of a computer. In its use text, graphic images, animation, color, sound audio, and full motion video in one integrated application.

Multimedia is used to facilitate learners to understand concepts, both concrete and abstract. Therefore, the Center for Teaching and Learning (1993: 1) argues multimedia is a combination of media use 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 the use of multiple media. These include a combination of computer technology with images (including video), text, sound, and graphics. The use of multimedia is intended to facilitate the presentation of learning materials by teachers and understanding of the material by students. For example, pictures and videos are used to facilitate understanding of real-world experiences by students

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 multimedia 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 a combination of the use of several media: text, video, animation, graphics, and sound. Vanghan (Zhen, 2016: 183) suggests that text is a fundamental element in all multimedia applications. Through text most of the information is conveyed. In learning English, plain text can be used or various typographic effects. For emphasis or clarification, plain text or various typographic effects can be used. Different font sizes, font colors, and styles can be used by the teacher to present information, emphasizing certain words or phrases so that the reader becomes interested.

Graphics include pictures and images, such as charts, diagrams, and photographs, that contain no movements. 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 tool for quickly creating the illusion of motion. Animation takes the form of a series of 2-D or 3-D images of artwork or model positions 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), acoustic systems, VCD/DVD player-video compound disk/digital video disk, and Hi-Fi amplifiers, overhead/slide projector, screens/curtains, Camera recorder, Cassette tape recorder Projecting equipment, Internet access (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
- 2) Build interaction student, teacher, and learning resources
- 3) More efficient in terms of total teaching tim
- 4) Improve the quality of student learning
- 5) Flexible learning, not bound by place and time
- 6) Shape, build, and improve student attitudes

4. *The Advantages and Weaknesses of Multimedia*

Yang (2008: 137) puts forward the advantages of Multimedia as follows:

1) Multimedia teaching can build interactions between teachers and students. The use of multimedia in language learning aims to train and improve students' language skills (listening and speaking). Thus the communicative competence of students develops. In learning using multi-media. 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) Conducive learning in the classroom can be created
- 7) Facilitating learning 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

The weaknesses of multimedia are as follows:

- 1) Requires complete learning tools for effective learning
- 2) Communication between teachers and students is lacking
- 3) Less Real-Time Teaching
- 4) The logical thinking of students is lacking
- 5) Learning costs a lot because it requires a variety of media (Pun, 33-35)

5. *Principles of Multimedia Use*

According to Gilakjani (2012: 59-60) the principles of the use of multimedia are as follows

- 1) The combination of words with other media in learning is better than words alone
- 2) The attention of students must remain focused so that the use of multimedia in learning
- 3) The material delivered using multimedia should not be excessive
- 4) Learner interaction and awareness will make multimedia learning more effective
- 5) Activation of the learner's knowledge structure needs to be done first so that multimedia learning is more effective
- 6) Improved learning can be done through animated multimedia learning
- 7) Student involvement in presentations is the most effective multimedia learning
- 8) Learner application of new knowledge and feedback is the most effective multimedia learning

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

- 1) Errors can be eliminated through scientific design of multi-media learning
- 2) Multi-media is a complementary tool in learning and cannot replace the role of the teacher
- 3) Intensive interaction of teachers and students, students and multimedia will achieve effective learning outcomes
- 4) Multimedia learning is a combination of the advantages of modern teaching and traditional teaching in an organized manner

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 the world of work (Business The Ultimate

Resource (2007) & Kapterev (2011) or academia, organizations, recruitment (Chivers & Shoolbred, 2007). Zivkovic (2014) argues that oral presentation skills enable students to succeed in the future in their professional environment and prepare them for further education in the academic world. Therefore, according to Syihabuddin (2009: 193) speaking skills are learned, practiced, and constructed for students in various ways, ranging from simple skills to complex 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 sentences (communicativeness, variety, truth). Aspects of delivery/performance related to vocalization (pronunciation, tone, and intonation, pause, and), and expression (mimic, eye contact, 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 students' presentation skills have not met expectations. This is due to students' difficulties in terms of developing the content of speech, the use of Indonesian language (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 several factors determine the quality of speaking, namely cognitive factors, affective factors, and performance factor

Solutions to the problem was one of them is to design multimedia-based learning presentation because the difficulties in developing the contents of the speech 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 (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 shows the multimedia in learning speaking.

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 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.

4. Result

Based on the description above, it can be stated that speaking learning based on multimedia is speaking learning that collaborates combines, or integrates several learning media. Multimedia that is chosen in learning to speak, especially in presentations, of course, must be relevant to the learning materials and learning objectives. In addition, the deep multimedia used in learning to speak can vary according to needs. For example, at the pre-speaking stage to understand the concept of speaking, group presentation videos can be used to find out how to speak, the procedure or steps of speaking, the

content of the conversation, the language used in speaking, and immediately. To complement this understanding, students can read e-books, journals, and articles.

At the speaking stage, recorded media can be used to make videos when students practice speaking so that at the time of reflection it can be played back to determine the speaking ability of the students concerned and to find out their strengths and weaknesses. In this way, it is hoped that students can improve their speaking skills. Power point can also be used when training students to speak. When making power points, students basically understand the content of the conversation. Students package long descriptions of material from books, journals, articles into the core ideas as outlined in power points. When speaking, students convey the ideas, messages, and core ideas contained in the power point into a long description. Thus, multimedia-based speaking learning not only trains students to speak, but also trains students to read, namely understanding the reading material that will be presented in speaking and practicing writing down the material that will be presented in short form in the form of power points.

The description above is in line with Zaim's opinion (2016: 25-26) that multimedia in the form of presentations, videos, and animations is a type of multimedia that can be used to practice speaking skills. Power point is a very important medium for presentations. Various multimedia can facilitate students' understanding of the material because students activate optical, mechanical/tactile, auditory, and emotional. Graphs, maps, symbols and signs, schematics, tables can be presented to students with multimedia.

The urgency of multimedia in language learning, especially in learning to speak, has encouraged several researchers not only to examine multimedia and its students, but also to examine the teacher's response to the use of multimedia because it is the teacher who will operate the tool. that media can actually improve learning processes and outcomes. According to a survey conducted by Thamrana (2017: 553) the teachers responded positively to the use of multimedia technology in learning English and they were able to implement it according to their abilities.

The results of Fauzi's research (2016: 103) show that the use of multimedia can improve students' speaking and presentation skills. In addition, the use of multimedia can increase students' confidence when speaking in front of the class and even students also learn to use technology. This is certainly beneficial for students when they are already in college and their careers in the future. Based on this, Fauzi advised teachers to consider using multimedia in learning.

5. 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 of multimedia should pay attention to the principles of multimedia usage so that it is in harmony with the material presented that must be mastered and the learning objectives to be achieved.

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