Analysis Of Students Mastering Speaking And Listening Skill In English Course Using Interactive Learning Multimedia Method In Online Class At Stikom Uyelindo Kupang

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Abstract

The outbreak of the covid-19 virus in Indonesia has had major consequences for the world of education, which has issued a government policy through the ministry of education and culture regarding the prohibition of universities from holding lectures in order to break the chain of the spread of the covid-19 virus. One alternative learning method that is considered appropriate to replace face-to-face lectures with lectures held online by the campus as a facilitator of learning media providers as used on the STIKOM Uyelindo Kupang campus is by using zoom meeting media. In English courses, especially in speaking and listening classes, they have difficulty in giving lectures in online lectures. This will result in the level of mastery of students' speaking and listening skills. Therefore, the authors apply interactive multimedia learning methods using English films that are played during lectures. The purpose of this study was to analyze students' abilities in speaking and listening classes using interactive multimedia learning methods held online. The research method used is quantitative using questionnaires distributed by sampling to students related to the learning method by watching movies in English online classes. This method describes an interactive multimedia learning method held online at STIKOM Uyelindo Kupang in English courses (speaking and listening classes), with STIKOM Uyelindo Kupang students as research subjects. With the application of learning methods with interactive multimedia in speaking and listening classes in English courses, students can experience a fun learning process so that they can improve students' speaking and listening skills.

Keywords: Learning Methods, Interactive multimedia, Online Learning, speaking, listening, English films.

Introduction

Covid-19 has had a significant impact in various fields, including the education system in Indonesia. In particular, it affects how far educators and students have to face various challenges in the learning process by involving alternative technologies, physical and mental readiness due to Covid-19. This pandemic has succeeded in forcing the world to change in most of its activities. Forcing the extraordinary crisis response migration of universities, faculty and students to online learning as an educational platform. Despite these challenges and opportunities, it remains to make online learning an emergency distance learning, which will then be sustainable through learning activities that will become more hybrid as long as the challenges experienced during this pandemic are well explored and turned into opportunities. Traditional and routine learning which initially emphasized the interaction of educators and students inside and outside the classroom shifted to distance learning.

Although this situation is in line with the vision and mission of future learning in the era of industrial revolution 4.0 and community 5.0, it still has advantages and disadvantages. The advantages of being able to change the learning process from physical classes to online learning by using several communication application platforms to deliver material files so that they can be accessed at any time, collect assignments, remote meetings to provide material in person, class presentations in groups and class discussions. Barriers to this online learning method increasingly appear when learning actors, both teachers and students live in remote rural areas and are not reached by the internet. Challenges that must be identified, such as learning support facilities, domicile locations and practical strategies that can be applied in dealing with barriers to distance learning activities.

With the development of technology that is so massive, of course, there are many opportunities that can be utilized by both teachers and students to develop themselves as an effort to achieve effective learning. While effectiveness will be achieved if students are able to achieve the expected learning objectives, including 4 main things, namely; 1) learning quality, 2) adequate level of learning, 3) reward and 4) time (Setyosari, 2014). In the era of globalization, it is also found that the development of science from other parts of the world can be accessed by students technologically and scientifically, but often due to lack of awareness, both students (and lecturers) cannot obtain and manage existing information. In addition, to know that the entire process related to technology requires reflection, including feedback in the teaching process to further improve the teaching process and results. In terms of material preparation, the preparation or revision of the Semester Learning Plan (RPS) will be the basis for implementing learning. Especially in the midst of the Covid-19 pandemic that demands distance learning starting from the middle of the 2019/2020 even semester until an undetermined time.

Online learning is learning that uses the internet network with accessibility, connectivity, and the ability to bring up various types of learning interactions (Moore, Dickson-Deane, & Galyen., 2011). The purpose of this study is to describe learning methods with interactive multimedia held online as a result of the outbreak of the covid-19 virus. The quality of education depends on the effective learning process that occurs between lecturers and students. This means that the learning process can be carried out smoothly, directed, and in accordance with the learning objectives. The learning process has many factors that are very influential in it, including the factor of educators, facilities or infrastructure, learning environment, curriculum used, input from the students themselves. interactive learning model (interactive learning model) is a student-oriented learning model (students centered) where students are directly involved in various types of learning activities in the classroom. The interactive learning model makes students interact with each other in doing and thinking which results in direct feedback on the lecture material given.

This online learning is applied to English courses (speaking and listening classes) which are compulsory college subjects (MKU) applied at STIKOM Uyelindo Kupang. The

essence of this course is to improve and develop skills in reading, writing, speaking, listening, and translating. This course already has a series of documentation, including lesson plans, lecture contracts, and syllabus.

One of the most important languages to learn is English. English is the most widely used language in international communication. At least that's what's happening now. Then a question arises, why has English become an international language? The language that is used as an international communication tool is based on the development of the number of vocabularies in the language, as well as English.

Today, it is not difficult for us to learn English easily, quickly, and effectively. English is a language that is no longer difficult to learn because of the availability of large quantities of study materials in the form of books, cassettes, software in various bookstores, as well as ebooks and videos on the internet. One effective way to master English is to watch movies and listen to English songs. Thus the media that became the right choice were films and songs.

Watching movies and listening to English songs can affect the improvement of skills in mastering English. This is explained in behavioristic theory. According to the behavioristic theory, learning is a change in behavior as a result of experience. Learning is the result of the interaction between stimulus and response. In this case, the experience in question is when a child or teenager watches a movie and listens to an English song, he will experience a change in his mastery of English.

The most effective way to learn English is to seriously listen to English films and songs. In that way, the mastery of the pronunciation will be easy to understand. Someone can imitate the pronunciation of the film and the lyrics of the foreign song so that after a while they will get used to saying it. Films and songs can also be an alternative in learning English on campus, one of which is in listening and speaking classes.

Learning English online at STIKOM Uyelindo Kupang using zoom meeting media. In this online lecture, researchers as well as lecturers who teach English courses face obstacles in implementing online lectures in speaking and listening classes. This will affect the level of mastery of speaking and listening skills. To overcome these problems, the researchers tried to use interactive multimedia learning methods in the implementation of lectures in speaking and listening classes. During face-to-face lectures, in the speaking class, the lecturer creates a discussion group in class to discuss a topic. While in the listening class, the lecturer plays a conversation, or a song that will be listened to by students during class. This will be difficult to do during online lectures using zoom meetings.

Based on the problems above, the researchers tried to use interactive multimedia learning methods that could attract students' interest in taking speaking and listening classes. Lecturers play English films and songs during online lectures, or lecturers send film and song files to the wa group the day before the lecture takes place. During lectures with zoom meetings, the lecturer will discuss the films and songs that have been seen and from these discussions the speaking and listening learning process will take

place. After the discussion, the lecturer will give assignments related to the films and songs that have been discussed. Lecturers will also give quizzes related to the film and song material.

With this method, it is expected that students' vocabulary, pronunciation, speaking and listening skills in English will increase. This is also related to the method that is easy to catch and attracts students' interest in learning English.

Before defining the word "interactive learning multimedia", let's first look at its components, which consist of the words multimedia, learning, and interactive. Each word has a definition that will relate to each other to be able to formulate the definition of interactive learning multimedia. What is multimedia? According to the definition of Ivers & Barron (2002) multimedia is the use of several types of media such as images, text, animation, video and sound that are combined to display information. Commonwealth Educational Media Center for Asia (2003) defines multimedia as a form of using integrated media that can present a variety of information (audio, video, graphics, text, animation, etc.) the learning process with the type of material that is more complex than using only one type of media.

Multimedia is considered as one of the interesting learning media based on efforts that touch the five senses: sight, hearing, and touch. Learning certainly aims to provide a learning experience for students. Learning is an interaction between learning components (teachers, students, media, curriculum, environment, and learning objectives) so as to create a learning experience that students need. Good learning is measured by the achievement of learning objectives. To achieve the learning objectives that have been formulated, support from each component is needed, one of which is learning media. Learning media can provide a variety of varied learning experiences and learning content that can support the delivery of material by teachers. The use of various types of media, namely in the form of multimedia, can provide various learning experiences through various media formats.

Multimedia is one type of learning media that is classified based on the hierarchy of media benefits. In the digital era, multimedia has now developed into computer-based which includes interactive multimedia programs, multimedia presentations, and the use of the internet in learning. Multimedia can be seen as a complement, helper, or supporter of learning as an input that supports the learning process. In accordance with McLuhan's opinion that "the medium is the message" which means that each type of media has its own characteristics in conveying learning messages. Therefore, the selection and use of multimedia cannot be separated from the characteristics of the material to be delivered.

Interactive learning multimedia (MPI) is a development of the form of multimedia learning. MPI as a learning program that includes various sources that integrate various media elements in computer programs, while Blackwell emphasizes the definition of interactive multimedia on aspects of user control. The Commonwealth Educational Media Center for Asia also explains that interactivity is a feature that allows users or students to control what, when, and how (what, when, and how) in their

learning activities. So a multimedia can be said as MPI if the program is able to facilitate users with user control features and providing feedback from multimedia programs to users.

Each product must have special characteristics that will distinguish the product from other similar products, as well as learning multimedia. What distinguishes a multimedia learning can be classified as a type of MPI or not? To answer this question, we need to identify some special characteristics of MPI in order to identify what are the characteristics as well as signs that a multimedia can be said to be interactive.

The characteristics of interactive learning multimedia (MPI) cannot be separated from its roles and abilities. Therefore, in general an MPI must have the following characteristics:

1. Having more than one type of media that is convergent, for example combining audio and visual elements. To be called MPI, at least the program or application presents two types of media.
2. It is interactive, which means it has the ability to accommodate user or student responses. Activities to accommodate this response consist of user control to operate MPI as well as response (feedback) from the program.
3. It is independent, providing convenience and completeness of content so that users can use it without having to be guided by others. In practice, in learning, MPI needs to be designed to be independent so that students can learn more freely.

The characteristics of MPI can also be supported in terms of the functions it plays to support the learning process. To produce MPI that is able to support the learning process, according to Munir (2013), MPI should fulfill the following functions:

1. Able to strengthen user response as soon as possible and as often as possible.
2. Able to provide opportunities for students to control the pace of their own learning.
3. Noting that students follow a coherent and controlled sequence.
4. Able to provide opportunities for user participation in the form of responses,

whether in the form of answers, elections, decisions, experiments and others. After looking at the characteristics and functions of interactive learning multimedia, did you find any differences in abilities between MPI and other types of media?

The following are some of the capabilities of MPI compared to other media types.

1. Multimedia provides interactive processes and provides easy feedback come back.
2. Multimedia gives freedom to students in determining the topic of the learning process.
3. Multimedia provides easy systematic control in the learning process.

Utilization of Interactive Learning Multimedia (MPI)

One of the goals of using multimedia in the learning process is to support the achievement of learning objectives. In addition, there are several contributions to the use of media according to Kemp & Dayton (Rudi Susilana & Cepi Riyana, 2008), namely:

1. The delivery of learning messages can be more standardized.
2. Learning can be more interesting.
3. Learning becomes more interactive by applying learning theory.
4. Learning implementation time can be shortened.
5. The quality of learning can be improved.
6. The learning process can take place whenever and wherever needed.
7. The positive attitude of students towards learning materials and the learning process can be improved.
8. The teacher's role changes in a positive direction.

The contribution of media use can indeed be felt to have many positive benefits for learning. The selection of the right type of media can also affect the effect of the ongoing learning process. In particular, Fenrich mentioned the advantages of multimedia learning, among others.

a. Students can learn according to their abilities, readiness, and desires. The learning process leads to a student-centered approach.
b. Learners learn from 'patient' tutors (such as computers) who adapt to the abilities of students.
c. Students will be encouraged to pursue knowledge and get instant feedback.
d. Students face an objective evaluation through their participation in the provided exercises/tests.
e. Learners enjoy privacy where they don't need to be embarrassed when doing error.
f. Learning when the need arises (just-in-time learning).
g. Learn anytime according to their wishes without being bound by a predetermined time.
h. Students are familiar with information and communication technology devices.
i. Provide new and fun experiences for both educators and students.
j. Fun learning methods can increase students' motivation to learn more.
k. Catch up on knowledge about science and technology technology in education.
l. Keep abreast of developments in science and technology.

Multimedia Development in Education

After understanding the meaning of multimedia, learning multimedia, and interactive learning multimedia, what now comes to your mind about its development in the world of education? Since when has multimedia been used in education to help students learn better? And what about the current development?

Tracing historical developments, in the 1960s the acronym for the word multi-media in the taxonomy of educational technology was not a foreign term. Barker & Tucker explained that at that time, multimedia was defined as a combination of several different

media tools used for presentations. In accordance with this explanation, it means that the use of printed teaching materials, slide programs, audio programs and so on can be interpreted as multimedia-assisted learning.

The development of multimedia in learning begins with computer-based learning which was first tested in 1976 by Donald Bitzer. Computer-based learning was developed, called Computer Assisted Instruction (CAI) which began in 1966 at the University of Illinois. Misha & Sharma (2005) say that interactive multimedia which was initially seen as a technology choice in the context of education for social, economic, and pedagogical reasons has become a necessity in education.

Along with the development of technology, information, and communication, in the 90s the concept of multimedia began to shift to the term multimedia which is defined as a form of transmission of text, audio, and graphics that are displayed in the same period. This opinion refers to the definition of Simonson & Thompson in 1994. The presence of computers subsequently had an impact on the development of the definition of multimedia. Multimedia is now defined as a computer-based interactive communication system capable of creating, storing, presenting, and re-accessing information in the form of text, graphics, sound, video or animation.

The development of learning multimedia can have a positive impact. If observed, the use of interactive learning multimedia is increasingly in demand and is used in learning in schools. High interactivity, and an attractive appearance is one of the attractions of multimedia so that students are motivated to learn. Munir (2013) states that the use of multimedia in learning can be grouped into 3 main functions, namely the supplement function, complementary function, and substitute function. So far, the use of multimedia is still often on optional functions and complementary functions compared to substitute functions.

Technological developments that cannot be dammed will have an impact on the development of the next multimedia learning trend. This potential should be able to be used as an opportunity as a field of work for Educational Technology in particular. The challenges of technological development will demand solutions for the use of appropriate technology, therefore as an educational technologist it is necessary to be sensitive and have the skills to be able to manage the right 'technology' to support the learning process.

Understanding the concept of multimedia refers to the use of various types of media that are integrated and collaborated to convey a learning message. Multimedia can be said as interactive learning multimedia if the program is able to facilitate users with user control features and providing feedback from multimedia programs for users. The use of various types of media, namely in the form of multimedia, can provide various learning experiences through various media formats.

The characteristics of Interactive Learning Multimedia (MPI) cannot be separated from its roles and abilities. Interactive Learning Multimedia (MPI) has the following characteristics: 1) Has more than one type of media that is convergent, for example combining audio and visual elements; 2) It is interactive, which means it has the ability

to accommodate user responses; and 3) It is independent, providing convenience and completeness of content so that users can use it without having to be guided by others. With its various characteristics, MPI has various advantages in terms of capabilities compared to other types of media. What are the advantages of Interactive Learning Multimedia (MPI)? Broadly speaking, Interactive Learning Multimedia (MPI) is able to provide interactive processes and provide easy feedback, thereby providing freedom and ease of control for users of the learning process.

Interactive multimedia which was initially seen as a technology choice in the context of education for social, economic, and pedagogical reasons has become a necessity in education. The presence of computers subsequently had an impact on the development of the definition of multimedia. Multimedia is now defined as a computer-based interactive communication system capable of creating, storing, presenting, and re-accessing information in the form of text, graphics, sound, video or animation. The use of multimedia in the learning process itself can be grouped into 3 main functions, namely supplementary, complementary, and substitute functions.

Methods

This research was conducted at STIKOM Uyelindo Kupang, Kupang City, East Nusa Tenggara.

The research design chosen is Classroom Action Research. The subjects in this study were students of STIKOM Uyelindo Kupang who took English courses with ten students who had very poor skills in speaking and listening classes.

This research was carried out in accordance with classroom action research procedures, including: planning, implementing actions, observing, and conducting reflection analysis on the results of observations. The analysis and reflection at the end of each activity are used as material for taking corrective actions in the next cycle. The data that will be collected in this study include pre-test, post-test, observation results, field notes, and questionnaires. Researchers emphasize the four elements of speaking and listening skills which include (1) content, (2) composition, (3) language, and (4) pronunciation.

The criteria for success are a) students are active and motivated to improve speaking and listening skills after the action is held and b) students' speaking and listening skills get an average score scale of 3 or equivalent to a score of 70. The study was carried out in a cycle consisting of four meetings. After analyzing and reflecting, the researcher will evaluate whether this action has met the criteria or not. If this research does not meet the criteria, the research will continue to the next cycle.

Result

The method in this research is quantitative research using surveys. The survey was conducted to determine the extent of the relationship between learning methods by watching English films in English online classes with the ability to speak and listen to English. Correlation research is a study to determine the relationship and the level of the

relationship between two or more variables without any attempt to influence the variable. Correlation research is a study to determine whether there is a relationship and how big the relationship is between two or more variables without any influence between variables.

This research is a quantitative study using two classes of second semester students of the Informatics Engineering Study Program, class A and class B, which were taken randomly as many as 20 people. According to Frankle and Norman (2003) explains that sampling refers to the process of selecting individuals. The researcher uses second semester students because it is expected that they have good English speaking and listening skills, besides that they have received Speaking and listening courses since the first semester. This study uses two variables, namely the dependent variable and the independent variable. The independent variable is the learning method by watching English films using English subtitles in English online classes and the dependent variable is the ability to speak and listen to English. The instruments used are questionnaires and tests. Questionnaire in the form of a questionnaire. The questionnaire uses a Likert scale. The questionnaire is a learning method by watching English films using English Subtitles in English online classes. The test is in the form of speaking and listening skills. The questionnaires were given as many as 20 questions, each of which had answers A, B, C and D, where answer A which means strongly agree, B means agree, C means disagree and D means disagree.

Researchers gave questionnaires to students as well as tests of speaking and listening skills in English / speaking and listening skills. Then the researchers checked the results of the questionnaire and the results of speaking and listening skills tests. The questionnaire given was adjusted to the rubric of the learning method by watching English films using English subtitles in English online classes. The speaking and listening skill test is adjusted to the Speaking and listening skill assessment indicators. After getting the results, the researcher analyzed the data obtained with the SPSS program to find out whether there was a relationship between the learning method by watching English films in English online classes with the students' speaking and listening skills in English.

The correlation coefficient shows the relationship between the two variables whether it has a positive or negative relationship. The strong relationship between the two variables can be described by (+) or (-). If the two variables do not have a relationship then the correlation coefficient is (0). The method used in this research is a correlation research method. The method was chosen to determine the extent of the relationship between two or more variables based on the correlation coefficient. The correlation coefficient is an index that provides information about the strength and direction of the relationship between two or more variables with a correlation coefficient of -1.00 to 0 to +1.00. The greater the correlation value, the stronger the relationship. Positive correlation if both variables increase or decrease simultaneously. The correlation coefficient is close to +1.00 which indicates a very strong correlation coefficient. While the so-called negative correlation if one variable increases and the

other variable decreases. The correlation coefficient close to -1.00 indicates a negative correlation.

In speaking and listening/speaking and listening tests, students are given 7-10 minutes to explain orally place landmarks in big cities and listen to TOEFL listening questions. In speaking and listening tests, students are given instructions that there are five elements that need to be considered in order to get maximum results. Then given a questionnaire related to the learning method by watching English films using English Subtitles in English online classes.

In the table below, the minimum score or score for students is 65 for speaking and listening tests and the maximum score is 86. As for the learning method by watching English films in English online classes, the minimum score is 30 and the maximum score is 47.

Tabel. 1

Descriptive Statistic

	N	Minimum	Maximum	Mean	Std. Deviation
Learning method by watching English films in English online classes	20	49	53	51.53	1,46
The ability to speak and listen to English in students.	20	65	86	77,95	4,168
Valid N (listwise)	20				

Based on the table above, it can be seen that the average value of speaking and listening skills is 77.95, students with the highest score are 86 and the lowest score is 65 with a standard deviation of 6.168 and the average learning method by watching English films in English online classes is 37.20. with a standard deviation of 4,641. N is the number of samples of 20 students. It is known that there is a relationship between students' interest in speaking and listening skills with the value of Sig. (2-tailed) >0.05 ; which means the initial hypothesis is accepted. The point is that the data is normally distributed.

Tabel. 2

Normalitas data

(one sample kolmogorov-smirnov test)

		Learning method by watching English films in English online classes	The ability to speak and listen to English in students.
N		20	20
Normal Parameters (a,b)	Mean	51.53	77,95
	Std. deviation	1,46	6,168
Most Extreme Differences	Absolute	-182	-144
	Positive	-182	-096
	Negative	-0,94	-144
Kolmogorov-smirnov Z		-815	-642
Asymp. Sig (2-tailed)		-520	-805

a. Test distribution is normal

b. Calculation from data

After conducting the normality test, the researcher continued to look for the relationship between the learning method by watching English films using English subtitles in English online classes and the students' speaking and listening skills in English.

The relationship between learning methods by watching English films using English subtitles in English online classes and the ability to speak and listen to English in students.

Correlation

		Learning method by watching English films in English online classes	The ability to speak and listen to English in students.
Learning method by watching English films in English online classes	Pearson correlation	1	-539
	Sig (2-tailed)		-014
	N	20	20
The ability to speak and listen to English in students.	Pearson correlation	-539	1
	Sig (2-tailed)	-014	
	N	20	20

Correlation is significant at the 0,05 level (2-tailed)

Based on the table above, it can be seen that the correlation coefficient for the learning method by watching English films using English subtitles in English online classes is 0.539, this means that the Pearson Product Moment correlation coefficient is (+) positive correlation between learning methods and watching English films. use English subtitles in online English classes and the ability to speak and listen to English. Then the table shows that the significant score is 0.014 in other words (Ha) is accepted and (H0) is rejected.

If Sig (2-tailed) is > 0.05, which means there is no relationship or correlation

If Sig (2-tailed) is < 0.05, which means the correlation is significant

There are two hypotheses in this study. The first is H0 which means there is no correlation between the learning method by watching English films using English subtitles in English online classes with the ability to speak and listen to English. Second, Ha means that there is a positive correlation between the learning method by watching English films using English subtitles in English online classes and the ability to speak and listen to English. If Sig. (2-tailed) is 0.014 < 0.05, which means that there is a relationship between the learning method by watching English films using English subtitles in English online classes and the ability to speak and listen to English.

The purpose of this study is to determine whether there is a relationship between learning methods by watching English films with English subtitles in English online classes and speaking and listening skills. The result of the research is that there is a positive relationship between the learning method by watching English films in English online classes and the ability to speak and listen to English with a correlation coefficient of 0.014 < 0.05. The positive sign (+) indicates that the higher the intensity of the learning method by watching English films with English subtitles in an English online class, the greater the value of the ability to speak and listen to English.

Conclusion

English films with English subtitles as one of the media in interactive multimedia learning have a special attraction for students in learning English, especially speaking and listening. The use of film media in online learning methods in English classes is considered successful in improving students' speaking and listening skills in English. When students watch and listen to English films but do not know what the actors/actresses are talking about in the film's storyline, they will find out the meaning or meaning through the English texts that are displayed. Students will translate difficult words and phrases into Indonesian. Students' difficulties in understanding vocabulary will hinder them in having the ability to speak English. Students who are familiarized with the learning method by watching English films tend to have good communication skills in English. They will know and understand a lot of vocabulary and can pronounce words according to native speakers. In this study, the results showed that there was a positive correlation coefficient between learning methods by watching English films using English subtitles in English online classes and students' speaking and listening skills in English. Students who are familiarized with the learning method by watching English films using English subtitles in English online classes will have high speaking

and listening skills as well. Students who understand the meaning and writing of English pronunciation, they will grow confident when communicating using English.

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