DEVELOPING MULTI-MEDIA SPEAKING MATERIAL FOR UNIVERSITY STUDENTS BY INTEGRATING LOCAL TOURISM ATTRACTIONS

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Abstract: This research is grounded in the learning strategy of speaking in which students have to be active in expressing themselves. The expressions can be explored when they have experiences to share. Based on the background, an interesting material is needed i.e multimedia. Therefore, material development in the multimedia should dig up the authenticity of students’ experiences. One of the experiences is local tourist attractions which are very familiar for them. The first purpose of the research is to develop interesting multi-media speaking material for undergraduate students which places the local content, including culinary, culture and local tourist attractions. The second purpose is to find out whether the multimedia developed meets the students’ need and interest to learn both English expressions and the knowledge of Indonesian country. There are several steps carried out in this research. The first is to design and develop the multimedia and the second is to give a trial on the multimedia for seeking feedback by distributing questionnaires. The data from the questionnaire are analyzed qualitatively. The result shows that the multi-media is interesting for the students to learn speaking. It also gives knowledge for them to learn the culture, culinary and tourist attractions in Jakarta.

Keywords: material design, local content, speaking, multimedia, animation

Introduction
One purpose of English teaching and learning processes done in the classroom is helping the students speak the language since language is always meant to be used to communicate with other people. In fact, one of the language skills, in this case speaking skill, is not often mastered by the students because they seldom or rarely use the language in daily lives. Besides, there are many students in a speaking class, especially in Indonesia, so the students get a very few chances to practice speaking in English. Therefore, a teacher should be able to teach speaking as interesting as possible so that the students get motivated to practice communicating in the language learnt.

Teaching materials depend on some essential factors: they are teachers, learners and contextual variables (Richard: 2005). Richard also says that teacher factors, in this case, include their language competency, cultural background, training and experience and their preferred learning styles. Learner factors refer to learning needs, learners’ learning style preferences, interests and motivation. Contextual variables include school culture, classroom conditions, class size and availability of teaching resources. Therefore, the developer of teaching resources needs to know the conditions of teachers, learners and teaching context so that the materials will be effective.

Besides satisfying the needs of the teachers and learners, teaching materials should be interesting and something the learners are familiar with. When learners get interested in the teaching and learning process in the classroom, they will be more motivated and definitely they experience learning the language. One way to develop interesting material is by integrating local tourism attractions in it so that it will give the learners room to express themselves better.

The purposes of this research are first to develop interesting multi-media speaking material for undergraduate students which places the local content, in this case local tourist attraction and second to give the students experiences to learn both English expressions and the knowledge of Indonesian country interestingly.

Theoretical Framework
Developing material for students learning spoken English should be emphasized in at least two criteria; the first is authenticity which refers to authentic text or material which is used in everyday life for example, newspaper, manual book. Authentic material is always the one learners familiar with, and therefore is essential to be learned since it is real language use, not merely theoretical. The second one is interest. Definitely the material should be interesting for the learners in order to get the learners motivated. In this research the teaching material developed which meets the two criteria is local tourism attractions because it is interesting and authentic.

Multimedia as the one of the advanced technology which has become popular elements in language classroom can be used as the tool to enable and empower students in their quest for language acquisition. Multimedia helps to bring these authentic documents into the classroom. Therefore the role of a teacher as the model will be supported by the multimedia. In this case one-way communication between teachers and students
is less used, and the role of the teacher changes from that of the authority to that of the consultant and the facilitator. (Kornum, 2012: 71).

Previous research has been carried out to find out the effectiveness of the multimedia in teaching English. Fang (2006) discovered that through multimedia and network technology teachers can offer students not only rich sources of authentic learning materials but also an attractive and friendly interface vivid picture and pleasant sound. Ehsani et. al. (1998) emphasized that by combining sound, vision, text, video and animation, this self-paced interactive learning environment creates much more educative and creative classroom environments. It can be inferred that multimedia can be used for teaching language that students have fun while learning it.

It is easy for the learners to learn when they watch a multimedia presentation, since the information processing system in human beings uses both words (printed text, spoken text) and pictures (drawing, charts, graphics, maps, photos, animation and video) together rather than words alone (Mayer: 2001). Therefore, the design of multimedia environments should be compatible with how the students learn. Moreover, computer-based multimedia learning environments consisting of pictures (such as animation) and words (such as narration) offer a potentially powerful venue for improving student understanding (Moreno and Mayer: 2002). Multimedia can select events perceived to be similar or analogous, draw them out of their original texts, and reconfigure them within a different frame. It can repeat a segment of speech or a gesture over and over again up to absurdity; it can isolate fragments of speech or behavior to a level of presentation that was certainly not perceived that way by those who lived the experience. Hence, experience becomes one important thing for students to learn language. Therefore, bringing the experience to multimedia is one good thing for the students to learn language easily. The experience can be simulated in the culture they face daily such as the tourist attraction the students are familiar with.

Method

The research method used in the research paper started with the need analysis of the authentic material for teaching speaking for undergraduate students. It was carried out by Bina Nusantara University lecturer and students group discussion. After finding the ideas from the discussion, then the learning objectives were designed. It continued to develop topics and to write the story boards to design the animated pictures. After the multimedia animation was ready, the next step was recording the audio for the animation. Finishing touch was carried out to make sure that the animation multimedia was ready to be used.

The method of collecting the data was by testing the multimedia developed to fifty students of second semester, Bina Nusantara University Jakarta joining English course called English in Focus. After watching the video and having discussion in the classroom, they were asked to fill a questionnaire about the developing multimedia. There were seven parts of questionnaire: general idea about the animation, the content, the audio, the video, the characters and the language used and the culture. Each part consisted of five questions. The data obtained then were analyzed qualitatively by using the percentage to find out whether the multimedia was ready to be applied in real speaking classes.

Result and Discussion

The multimedia developed in this research was the one which was based on the idea that students would be interested and feel easy in learning language when they have a background of experience. Therefore, the topic of the multimedia was the tourism in Jakarta and its various culinary. Commonly, some of them knew the tourist destinations in Jakarta as the capital city of Indonesia. Unfortunately they could only explain them in their first language.

The multimedia developed was a story in which a foreigner from Japan, Natsumi came to Jakarta to visit her net friend Rina, a girl from Betawi (Jakarta). Natsumi stayed in Rina’s family house where she was exposed to feel the situation of Betawi culture and learn its various culinary. She also visited the two places in Jakarta; The national Monuments and the Miniature of Indonesia Park. Picture 1 shows the characters used in the multimedia animation and picture 2 shows the situation when Natsumi and Rina were having Betawinese traditional lunch at Rina’s house.
The language speaking skills to expose in this multimedia are the ability to do introducing, greetings, describing things, explaining, using the pronouns this and that while the vocabularies and expressions are focused on describing places and things as well as exclamations.

After the trial was carried out and the questionnaire was distributed to fifty students it was found out as follows:

From fifty students answering the questions about the general idea of the multimedia animation developed, more than thirty five students or 70% agreed that it was interesting and attractive. Moreover, they agreed that the scenes flowed smoothly, the objectives were clear and it represented the culture of Jakarta or Betawi. From Q2, it can be seen that more than 90% of the students agreed the content was clear and easy to understand. More than 80% agreed that it gave them better knowledge about the language, culture and Jakarta culinary. Less than 10% disagreed that the multimedia is contextual.

This multimedia animation was supported with audio. However, when the multimedia was displayed to the students, there was a problem with the music background. Therefore, Q3 shows that 90% agreed that the sound was clear but not the supportive background music and the relevant music about which only 40% agreed. On the contrary, more than 60% agreed that the sound effect was supportive. On The Q4 about the video, 90% students agreed that the picture and the color were clear. Almost 80% agreed that the picture was smooth. More than 75% agreed that the multimedia animation were supported with good picture and background.
The characters in the multimedia became the concern. Therefore, a question about the character was given. The result in Q5 shows that 90% students agreed that the characters were good in appearance and looked cute. More than 80% agreed that the characters represented the real age, and had detail designs. However, less than 60% agreed that the characters moved smoothly. In Q6, the question about the language used in the multimedia, as the main concern of learning of the language, more than 80% agreed that it used simple expressions, clear and easy to understand since it used the right speed with appropriate pronunciation and intonation.

The last question to ask was the representation of the culture in the multimedia. Almost 90% agreed that it represented the culinary of Jakarta, the history of Indonesia, the value of Indonesian culture in which students could learn to express in English.

**Conclusion**

From the discussion, it can be concluded that the multimedia animation developed for teaching speaking should meet the students need and equipped with the material which was based of students’ experiences to make learning speaking easy and fun. The result also shows that the multi-media animation is interesting for the students to learn speaking. It also gives knowledge for them to learn the culture, culinary and tourist attraction in Jakarta. Finally, it can be decided that this multimedia animation is ready to be used as the learning material in the English speaking classes.

**References**


