

# **The Effect of Using Interactive Multimedia to Upgrade Students' Listening Comprehension of 1<sup>st</sup> Semester Students of English Department at Unisma**

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## **Abstract**

The research was aimed to improve students listening comprehension using interactive multimedia in first semester students of English department at UNISMA. This research used Quasi-Experimental Design. The data were gathered from the tests (pre-test and post-test) with the participants. The participants of this research were two classes with the total students were 56 students from English Department at UNISMA and they were divided into experimental class and control class. The results of this research showed that there are no significant differences between students who were taught by using interactive multimedia with the students who were taught by using a traditional method. It showed from the result of the pre-test and post-test in the experiment class and control class. The significant value on the test shows that there is no significant difference. Finally, the researcher expected that the result will help future researcher who want to conduct this similar study to use more attractive videos, audios, and texts in teaching listening using interactive multimedia.

Key Words: interactive multimedia, listening comprehension

## **INTRODUCTION**

Listening is the one course that is very essential to improve English and the ability to communicate with other learners. According to Kurita (2012), compared to the other skills, listening is the most important skill in language learning, like the heart of English language body. According to Jayanthi (2012), the basic skill in English directed to the foreign students is listening. On the other hand, Kurita (2012) and Jayanti (2012), state that one of the crucial things in learning English language is listening. Khuziakhmetov and Porchesk (2016), also state that listening is the basis for developing other skills (writing, reading, and

speaking). In the end, if the students want to succeed in class, they have to master listening very well.

Most students have some difficulties in the listening course. According to Gilakjani and Sabouri (2016), when listening to a language, learners face a lot of problems, especially for those who are not familiar with listening. As far as the researcher knows, the first of the entire biggest problem is in English there are so many words that have several meanings. Other than that, the second problem is the lack of attention to the recording that can also make students missing some material that should be understood. This opinion is supported by Bingol, Celik, Yildiz, and Mart (2014), who argue that concentration in listening comprehension is very necessary because if students are distracted by things other than recording, students will miss the whole recording.

To solve the problems in the listening course, one of the solutions is using interactive multimedia which contains easy content with words that were not too difficult for students who first encounter a listening course in the first semester of the university level. Interactive multimedia not only contains audio but also many types that very interesting. Interactive multimedia is the media that are useful to upgrade the capability of learners in learning language and also. According to the New Oxford American Dictionary as cited in Deliyannis (2012), the term multimedia can be interpreted on a different system and will cause different meanings. For example, in a computer system, interactive multimedia is a combination of video and audio those are displayed together. But when in education, interactive multimedia refers to one or more media expression or communication.

Nowadays, Osman & Lee (2013) investigated the *Impact of Interactive Multimedia Module with Pedagogical Agents on Students' Understanding and Motivation in the Learning of Electrochemistry*. The subjects were 127 from Four students from two secondary schools in one of the districts in Malaysia, and were divided into experimental and control groups. The result of this study showed that there was a significant difference between the control and the experimental groups in the understanding of concepts in the learning of Electrochemistry. The study

was a success in increasing students' scores but not the students' motivation in learning.

Based on the problem above, the objective of this study is to investigate whether there is significant effect between students who are taught using interactive multimedia and those with the conventional method of first semester students of English Department at UNISMA.

## **RESEARCH METHOD**

In this study, the research design was Experimental Research. There were many experimental designs suggested by some experts. By considering some factors which made the researcher impossible to apply true experimental design, *Quasi-experimental design* was utilized in this study and Mann-Whitney U test as the non-parametrical test of independent t-test in data analysis. The choice of this design was under the following consideration: (1) this study was carried out in classroom setting where randomly take, (2) the selection which group was experimental group or control group was selected randomly.

This study was conducted in UNISMA and located in Dinoyo, Malang. The subject of this study was first semester student of English Department, and the numbers of subject in those two classes are 56 students and divided into experimental group and control group. The first class was control group and the second was experimental group. The researcher chose the first semester of English department students because the students have already learned English for several years and since they are in junior high school. In this study, the researcher used audio-texts and movies to teach the experimental group and the control group.

The research was conducted in 4 weeks. Both tests were administered in the beginning and the last meeting of the research. Pre-test was given to the treatment group and control group under the same conditions before the implementation. During the 4-weeks of the study, the experimental class was using interactive multimedia, and the control class was using traditional method. The experimental class and the control class used the same material. At the end of 4-weeks implementation, the listening post-test was given to both groups.

The pretest was held in the first of the meeting. The pre-test was held to find out the level of difficulty of the given material. The pretest was in the form of

multiple-choice and essay selected from students textbook with the title *Basic Tactics for Listening Second Edition* by Jack C. Richards (1995) and from the book of *Listening Extra* by Miles Craven (2004).

The treatment given to the experimental group was in the form of teaching listening by using interactive multimedia within 4 weeks. And the treatment for the control group was in the form of teaching listening by using traditional method within 4 weeks.

The post-test was conducted after the students received the treatment. The post-test was in the form of multiple choices and essay too. The material was selected from the students' textbook with the title *Basic Tactics for Listening Second Edition* by Jack C. Richards (1995) and from the book named *Listening Extra* by Miles Craven (2004).

## **FINDINGS AND DISCUSSION**

From 28 students each class, the mean rank in the post-test of the experiment class is 25.23, while in post-test of the control class is 31.77 (table 3). The researcher has calculated the result of the experiment post-test and control post-test to know the number of the sum of ranks. The result is in the experimental post-test is 706.50, while in control post-test is 889.50. To find out whether this test is significant or not, the table 4 will explain the answer. The Z shows -1.501 and the significance value is 0.133 which means that it is more than 0.05.

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### **Test statistic**

	Experiment class- Control class
Z	-1.501
Assymp.sig. ( 2 tailed)	.133

To find out whether this test is significant or not, the table will explain the answer. The Z shows -1.501 and the significance value is .133 which means that it is more than 0.05. It can be concluded that there are no significant differences between the experiment class and control class.

It can be seen from the data above those students who have taught by interactive multimedia not have better score achievement in listening comprehension than those who taught by traditional methods. There is no significant effect between using interactive multimedia and the traditional method shown in the significance values.

In the end, there are no significant effect between students who were taught by using interactive multimedia with the students who were taught by using a traditional method. The evidence showed from the result of the pre-test and post-test in the experiment class and control class. The significant value on the test shows that there is no significant effect. The significance value must be higher than 0.05 ( $> 0.05$ ) to be categorized that the data is normally distributed. From the two tables above, it can be seen that one of the significance values less than 0.05 ( $< 0.05$ ), so it can be summarized that the data are not normally distributed. To continue this study, the data have to calculate by using non-parametrical analysis. The data was calculated using non-parametrical analysis which was Mann-Whitney test, and the result is the significant value is 0.133 which means more than 0.05. So the result is no significant effect in the finding of the study.

Even though there is no significant effect for the finding of this study, there is a research gap that similar to this study. The study was conducted by Osman & Lee (2014), the result of the study was the researcher successes in increasing students' scores but the researchers were not successful in increasing students' motivation in learning. While in this study, the researcher was successful in increasing students' motivation in learning, it can be seen by the enthusiasm students when the treatment was conducted. But the researcher was not successful in increasing students' scores in listening because of the movies that too heavy in content, too much noisy, and the new accents.

## **CONCLUSION AND SUGGESTIONS**

The focus of this study was to know the effect of using interactive multimedia to upgrade students' listening comprehension, so it can be concluded that there is no significant effect between the result of listening tests in experimental class and control class. The research design of this study was quantitative Mann-Whitney U test which is the non-parametric of independent t-test. The study was conducted at first semester students of English Department at UNISMA. The participants of this study were 56 students of first semester students of English department. There were 52 questions; 32 questions are multiple choice and 20 questions are fill in the blank tests that used in this study.

In the first and the last meetings, there were tests for the students. The pre-test was held in the first meeting and the post-test at the last meeting. And the results of the tests were analyzed using SPSS 17. There were 2 factors that makes the hypothesis was rejected. The first factor was from the students. The students in experimental class were not really full attention when the treatment was held. And also when the test was held, some students were getting misunderstanding about the instruction. The second factor was the materials in third meeting were a little bit onerous. That make the students were difficult to understand the meaning and some important points in the movies. In the end, the enthusiasms of students in learning were downward.

A few suggestions are given in this examination to the future researchers who plan to make an investigation with a similar concentration as this examination. Audio, text, and movies were the only material used in this research. The English teachers have to adding more materials and media in the next study could be the better way. The material could be the previous materials that students have studied before, so the result could be more valid. The reliability of the test was not good since the researcher had no time to find more materials to be taught to the students.

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