Retain: Journal of Research in English Language Teaching
Volume 12 Number 01 Year 2024, pg 50-56
ISSN 3032-2839

The Effectiveness of Using Multimedia Content to Increase Twelfth Graders' English-Speaking Performance

Fadilla Davarikha
Universitas Negeri Surabaya
fadilladavarikha@gmail.com

Abstrak

Penelitian ini menguji efektivitas penggunaan konten multimedia untuk meningkatkan kinerja berbicara dalam bahasa Inggris di kalangan siswa kelas dua belas. Penelitian ini menggunakan desain quasi-eksperimental, melibatkan sampel sebanyak 70 siswa kelas dua belas dari salah satu Sekolah Menengah Kejuruan di Surabaya. Kelas eksperimen menerima pelajaran berbicara dalam bahasa Inggris menggunakan materi multimedia, sementara kelas kontrol menerima instruksi tradisional menggunakan buku. Evaluasi pra-tes dan pos-tes dilakukan untuk mengukur kemampuan berbicara. Analisis mengungkapkan perbedaan yang signifikan antara nilai rata-rata pre-tes (69,65) dan post-tes (80,13) kelas eksperimen. Di sisi lain, kelas kontrol menunjukkan nilai rata-rata pre-tes sebesar 65,29, sedikit meningkat menjadi 70,94 post-tes. Temuan menunjukkan peningkatan yang signifikan dalam kinerja berbicara di antara siswa kelompok eksperimen dibandingkan dengan kelompok kontrol. Hasil ini menyarankan bahwa penggabungan konten multimedia dalam instruksi berbicara bahasa Inggris dapat menjadi pendekatan yang efektif untuk meningkatkan keterampilan berbicara siswa dalam pembelajaran bahasa. Pengujian hipotesis mengonfirmasi perbedaan yang signifikan (nilai uji T > nilai tabel T), menekankan dampak besar multimedia.
Kata Kunci: Performa Berbicara, Konten Multimedia, Siswa Kelas Dua Belas, Media Pembelajaran

Abstract

This study examines the effectiveness of utilizing multimedia content to improve English-speaking proficiency among twelfth-grade students. The research adopted a quasi-experimental design, involving a sample of 70 twelfth graders from one of the vocational high schools in Surabaya. The experimental group underwent English-speaking sessions utilizing multimedia materials, whereas the control group received conventional instruction. Pre-test and post-test assessments were conducted to gauge speaking proficiency. The analysis revealed a significant disparity between the pre-test mean (69.65) and post-test mean (80.13) scores in the experimental class. Conversely, the control class exhibited a pre-test mean of 65.29, with a slight increase to 70.94 post-test. The results unveiled a noteworthy enhancement in speaking performance among students in the experimental group compared to the control group. These findings suggest that integrating multimedia content into English-speaking instruction can effectively enhance students' speaking abilities in language acquisition. Hypothesis testing confirmed a substantial difference (T-test value > T-table value), underscoring the considerable impact of multimedia.
Keywords: Speaking Performance, Multimedia Content, Twelfth Graders', Learning Media.

INTRODUCTION

In today's globalized landscape, English has emerged as the predominant language across diverse domains such as business, science, technology, and cultural exchanges (Gomleksiz, 2010). Mastering English has become a gateway to top-tier education, increased employment opportunities, and fostering cross-cultural connections in the era of globalization (Wulyani et al., 2019). Speaking, as a pivotal facet of language proficiency, plays a crucial role in effective communication, portraying a person's initial impression and opening avenues for success in various domains (Bahadorfar & Omidvar, 2014). However, for many students, acquiring speaking skills in English presents a multifaceted challenge. Traditional teaching methods relying solely on textbooks often fall short in engaging students effectively, resulting in limited progress in their speaking abilities (Syafii, Sugianto, & Cendriono, 2019). Recognizing these challenges and seeking innovative solutions, this study embarks on exploring the efficacy of leveraging multimedia content to elevate twelfth graders' speaking proficiency.

Multimedia content, an array of technology-based tools encompassing songs, video games, virtual reality, and movies, stands as a potential catalyst for refining speaking abilities among students (Imam Fauzi, 2016). Its integration into educational settings has transformed learning paradigms, offering interactive and engaging

platforms that traditional textbooks may lack (Collins, Hammond, & Wellington, 2002). Notably, multimedia content breathes life into content-based language teaching (CBLT), anchoring language acquisition in practical, real-world contexts (Collins, Hammond, & Wellington, 2002).

All the kinds of technological tools that make us able to transmit information in a very large meaning, leveraging the learning power of human senses and transforming information into knowledge, stimulating the cognitive schemes of learners. (Thamarana et al., 2016). Empirical findings suggest that the dynamic nature of multimedia tools allows students to replicate native pronunciations, refine grammar, and nurture self-confidence in language usage (Imam Fauzi, 2016).

In seeking to unravel the impact of multimedia content on students' speaking proficiency, this research aspires to offer insights that can reshape the teaching-learning landscape. The aim is to not only enhance academic proficiency but also empower students with practical speaking skills pivotal for effective communication and holistic (Aslan & Sahin, 2020). By delving into the interplay between multimedia content and speaking proficiency, this study envisages a transformative learning journey that fosters academic success and equips students with indispensable life skills.

METHOD

The current research is a quantitative approach aiming to assess the efficacy of integrating multimedia content in increasing English speaking performance among 12th-grade students in a vocational high school setting. This research adopts a comparative research design seeking to juxtapose data between two variables, specifically employing multimedia content contrarily traditional textbooks as learning tools. The sample for this study consisted of two classes, each comprising 35 students, selected from the 12th-grade level using a simple random sampling method, as suggested by English teacher.

Study collected data on students' English-speaking performance, examining pre-test and post-test scores and comparing scores between control and experimental classes. The data sources were sourced from English teachers and involved a set of job interview questions comprising 10 items, adapted from previous studies (Abdullah et al., 2019; Cendra & Sulindra, 2022; Ginting et al., 2022; Syafii et al., 2019; Gilakjani, A.P., 2012). The questions were tailored to suit the variables and context pertinent to the vocational school students' needs. Each of the pre-test and post-test assessments encompassed four speaking skills, graded up to 25 points each, culminating in a total of 100 points, focusing on accuracy, fluency, pronunciation, and vocabulary.

This research data was analyzed using SPSS version 22 software. Because this research is about effectiveness, the appropriate formula for analyzing it is the Independent Sample T-Test (t), as well as calculating the mean score for each class, so that there are differences from the experimental class and control class. Furthermore, calculating the effect size using the Cohen standard, and also calculating the hypothesis results (Syafii et al. al., 2019). In some of the calculation formulas above, in the Cohen standard the effect value must be above 1.00 in order to be called a "strong effect".

This study used a sample t-test with a significance level of 0,05 to test the null hypothesis. The paired sample t-test is used for two independent samples with interval or ratio data types. In this study, the average student's test score before treatment (pre-test) and the average student's test score after treatment (post-test) were analyzed using the multimedia content. The difference between these two average student test scores was determined using the paired sample t-test. To accept or reject H0 in this test, the basis for the decision is made as follows:

1. If the significant value is > 0,05 then H0 is accepted or Ha is rejected (there is no significant effectiveness on the use of multimedia content on English-speaking performance).
2. If a significant value is < 0,05 then H0 is rejected or Ha is accepted (there is a significant effectiveness on the use of multimedia content on English-speaking performance).

RESULTS AND DISCUSSION

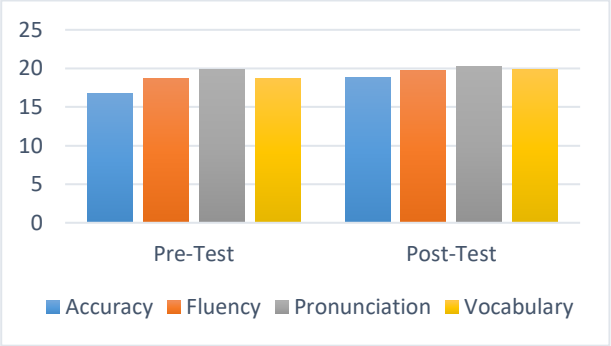
Data showing the effectiveness of multimedia content on students' speaking performance were obtained from a pre-test, treatment, and post-test, which the research was conducted for 4 weeks in twelfth grade at one of the vocational schools in Surabaya.

1. Result of Students' Speaking Performance

In this study, we conducted research on the effectiveness of using multimedia content to improve the speaking performance of twelfth grade students. We conducted research using an experimental design with one control class and one experimental class. We collected data from 35 students in the control class using pre-test and post-test. The pre-test results for "accuracy" were 16.7, "fluency" was 18.7, "pronunciation" was 19.8, and "vocabulary" was 18.7. The post-test results for "accuracy" were 18.8, "fluency" was 19.7, "pronunciation" was 20.3, and "vocabulary" was 19.8. These results indicate that using conventional learning did not greatly improve the speaking performance of grade 12 students, with minimal changes in "accuracy", "fluency", "pronunciation", and "vocabulary". The total average pre-test score for the

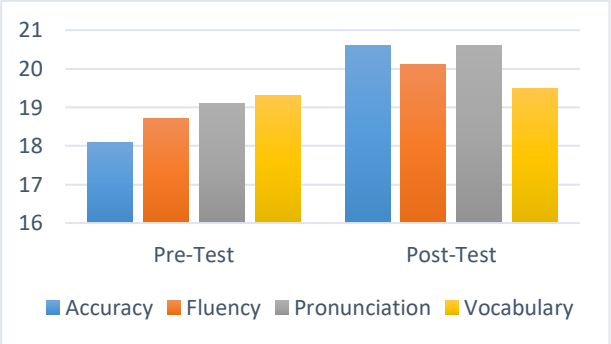
control class was 75.5, while the total average post-test score was 78.

Figure 1. Test Results of Control Class



Next for the experimental class. With the same data, there were 35 students using the same instruments. The pre-test results for "accuracy" were 18.1, "fluency" was 18.7, "pronunciation" was 19.1, and "vocabulary" was 19.3. The post-test results for "accuracy" were 20.6, "fluency" was 20.1, "pronunciation" was 20.6, and "vocabulary" was 19.5. These results indicate that using multimedia content can improve the speaking performance of class X students, with positive changes in "accuracy", "fluency", "pronunciation", and "vocabulary". For the experimental class the total average pre-test score was 74.9, and the total average post-test score was 80.8.

Figure 2. Test Results of Experimental Class



The results above show that the use of multimedia content in improving speaking performance shows more positive results compared to conventional learning.

Subsequent to the computation and thorough analysis of the mean scores pertaining to the aforementioned speaking performance criteria, the researchers proceeded to present the outcomes of students' pre-test and post-test scores. The ensuing table delineates the results of instructing students in speaking performance within the experimental classroom, where multimedia content was utilized, and within the control classroom, where no multimedia content was employed. This tabulated data is displayed as follows:

Table 1. Total Score of Control Class

No	Name	Pre-Test		Post-Test		Growth (%)
		Total	Status	Total	Status	
1.	AD	72	FAIL	75	PASS	4.17%
2.	AN	71	FAIL	74	FAIL	4.23%
3.	AA	67	FAIL	70	FAIL	4.48%
4.	AR	62	FAIL	65	FAIL	4.84%
5.	BF	74	FAIL	77	PASS	4.05%
6.	DD	76	PASS	79	PASS	3.95%
7.	DF	81	PASS	84	PASS	3.70%
8.	FNC	79	PASS	82	PASS	3.80%
9.	FNE	85	PASS	88	PASS	3.53%
10.	HA	66	FAIL	69	FAIL	4.55%
11.	HH	85	PASS	88	PASS	3.53%
12.	IA	89	PASS	91	PASS	2.25%
13.	ID	71	FAIL	74	FAIL	4.23%
14.	MA	51	FAIL	65	FAIL	27.45 %
15.	MS	85	PASS	88	PASS	3.53%
16.	MI	80	PASS	83	PASS	3.75%
17.	NL	71	FAIL	74	FAIL	4.23%
18.	NR	77	PASS	80	PASS	3.90%
19.	NE	72	FAIL	75	PASS	4.17%
20.	PN	71	FAIL	74	FAIL	4.23%
21.	PW	78	PASS	81	PASS	3.85%
22.	PA	71	FAIL	72	FAIL	1.41%
23.	RF	62	FAIL	67	FAIL	8.06%
24.	RAR	74	FAIL	76	PASS	2.70%
25.	RAV	86	PASS	87	PASS	1.16%
26.	RY	74	FAIL	75	PASS	1.35%
27.	RU	73	FAIL	77	PASS	5.48%
28.	RA	77	PASS	78	PASS	1.30%
29.	RO	66	FAIL	71	FAIL	7.58%
30.	SM	73	FAIL	76	PASS	4.11%
31.	SH	82	PASS	85	PASS	3.66%
32.	VB	78	PASS	80	PASS	2.56%
33.	WS	79	PASS	82	PASS	3.80%
34.	WSH	76	PASS	78	PASS	2.63%
35.	ZA	88	PASS	92	PASS	4.55%

In accordance with the data presented in the table, it is observed that the highest pre-test score achieved within the control class amounts to 89, while the lowest pre-test score recorded is 51. Similarly, the range of attainable post-test scores is delineated to be within the interval of 65 to 92.

Table 2. Total Score of Experimental Class

No	Name	Pre-Test		Post-Test		Growth (%)
		Total	Status	Total	Status	
1.	AZ	78	PASS	81	PASS	3.85%

2.	ADF	80	PASS	86	PASS	7.50%
3.	ADQ	79	PASS	82	PASS	3.80%
4.	AC	61	FAIL	70	FAIL	14.75%
5.	AR	83	PASS	88	PASS	6.02%
6.	AD	78	PASS	83	PASS	6.41%
7.	AZ	77	PASS	86	PASS	11.69%
8.	BN	79	PASS	85	PASS	7.59%
9.	DA	81	PASS	85	PASS	4.94%
10.	DP	71	FAIL	75	PASS	5.63%
11.	DD	83	PASS	88	PASS	6.02%
12.	EM	82	PASS	92	PASS	12.20%
13.	ED	64	FAIL	67	FAIL	4.69%
14.	FA	82	PASS	94	PASS	14.63%
15.	FE	81	PASS	83	PASS	2.47%
16.	HW	72	FAIL	76	PASS	5.56%
17.	MT	82	PASS	80	PASS	−2.44%
18.	NA	78	PASS	88	PASS	12.82%
19.	NAN	64	FAIL	68	FAIL	6.25%
20.	NA	83	PASS	84	PASS	1.20%
21.	OF	76	PASS	77	PASS	1.32%
22.	PA	82	PASS	83	PASS	1.22%
23.	RH	49	FAIL	66	FAIL	34.69%
24.	RAL	78	PASS	89	PASS	14.10%
25.	RE	84	PASS	86	PASS	2.38%
26.	RM	73	FAIL	76	PASS	4.11%
27.	RA	73	FAIL	81	PASS	10.96%
28.	SR	74	FAIL	78	PASS	5.41%
29.	SDI	81	PASS	86	PASS	6.17%
30.	SAW	70	FAIL	73	FAIL	4.29%
31.	SD	75	PASS	78	PASS	4%
32.	SAP	87	PASS	90	PASS	3.45%
33.	SA	72	FAIL	74	FAIL	2.78%
34.	TA	54	FAIL	69	FAIL	27.78%
35.	VI	79	PASS	83	PASS	5.06%

The highest pre-test score for the experimental class is 82, and the lowest is 49, as shown in the table. The range of possible post-test scores is 68 to 94, as is also evident.

The increase in the total pre-test and post-test scores above shows that in the experimental class there were 8 students who experienced an increase of more than 10%, while in the control class there was only 1 student.

2. Result of The Effectiveness of Multimedia Content

Table 3. The Result of Control Class

Category	Result of Control Class				
	Instrument	Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-Test	65.29	35	7.096	1.274
	Post-Test	70.94	35	7.169	1.288

Result in the first table outlines the control class's mean scores both before and after the test. Initially, the mean score stood at 65.29 (SD = 7.09) before increasing marginally to 70.94 (SD = 7.16) after the test. These results suggest an insignificant effect, implying minimal improvement within the control class using conventional teaching methods.

Table 4. The Result of Experimental Class

Category	Result of Experimental Class				
	Instrument	Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-Test	69.65	35	9.489	1.764
	Post-Test	80.13	35	9.820	1.704

Contrastingly, next table illustrates substantial differences in the mean scores for the experimental class. Prior to the test, the mean score was 69.65 (SD = 9.48), which notably surged to 80.13 (SD = 9.82) post-test. Crucially, statistical significance was confirmed through the Sig. (two-tailed) value documented as 0.000, well below the conventional threshold of 0.05 (<0.05) as depicted in the result of effect size. These findings strongly suggest that utilizing multimedia content in the experimental class yielded significantly positive outcomes.

Table 5. The Result of T-Test

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Post-test	Equal variances assumed	3.237	.077	4.304	60	.000	9.194	2.136	4.921	13.466
	Equal variances not assumed			4.304	55.831	.000	9.194	2.136	4.914	13.473

This evidence underscores the efficacy of multimedia content in improving twelfth-grade students' speaking performance. The distinct differences in performance between the control and experimental classes highlight the importance of these results in addressing the research questions raised at the study's outset.

3. Result of Effect Size

Furthermore, a crucial step aimed at furnishing a more comprehensive elucidation of the treatment's specific significance. While the t-test results afford insights into the multimedia content's influence on students' speaking performance, the inclusion of effect size calculations adds depth by ascertaining the magnitude of the treatment's impact (Cohen, 1988).

Table 6. The Cohen's Standar

Cohen's Standard	Effect Size
>1.00	Strong Effect
0.51-1.00	Moderate Effect
0.21-0.50	Modest Effect
0-0.20	Weak Effect

The effect size calculation above reveals a Cohen's value of 1,99, indicating that the administered treatment had a strong effect and significant impact on the experimental class of students.

$$d = \frac{\sqrt{-80{,}13 - 69{,}65}}{2{,}64} x100\%$$

$$d = \frac{\sqrt{10{,}48}}{2{,}64} x100\%$$

$$d = \sqrt{3{,}97}\ x100\%$$

$$\boldsymbol{d = 1{,}99\ (\text{Strong Effect})}$$

4. Result of Hypothesis

Derived from the data elucidated in the aforementioned table, the findings indicate that the average score in the pre-test for students' speaking performance, who were instructed utilizing the multimedia content, stands at 69.65. Subsequently, it becomes apparent that following the integration of multimedia content into the teaching process, students' post-test scores exhibit a notable escalation, reaching 80.13. This discernible improvement serves as compelling evidence underscoring the efficacy of the strategies employed in enhancing students' speaking performance.

The T-test results, as illustrated in the table above, yielded a value of 4.304, with 60 degrees of freedom. The formulated hypotheses are as follows:

- Ha: There is a significant difference between the two classes concerning the use of multimedia content on students' speaking performance.
- Ho: There is no significant difference between the two classes concerning the use of multimedia content on students' speaking performance.

Based on these findings, it is reasonable to conclude that the data support the acceptance of Ha, while Ho is subsequently rejected. Consequently, it can be confidently asserted that the disparities observed in students who were taught using multimedia content are notably greater than those in students instructed through conventional learning methods.

5. Discussion

The research conducted in this study focuses on the benefits of integrating multimedia content to increase twelfth graders' speaking performance. Additionally, it explores the comprehensibility of four distinct speaking skills within this context.

These outcomes highlight a significant difference in speaking performance between classes incorporating multimedia content and those that do not. Pre-test and post-test evaluations demonstrate that students in the experimental class achieved mean scores of 65.29 and 80.13, respectively, while those in the control class scored 69.65 and 70.94. This discrepancy suggests notable advancements in speaking performance among students exposed to multimedia content, affirming the effectiveness of this teaching strategy and their increased confidence in English speaking.

The rejection of Ho and acceptance of Ha in the hypothesis test further confirm these findings, with the T-Test value (4.304) exceeding the T-Table value (1.69).

In summary, the integration of multimedia content significantly enhances students' speaking performance, consistent with previous research, such as Gilakjani's 2012 study, which also found multimedia aids in comprehending spoken questions more effectively.

CONCLUSION

Having introduced and implemented various multimedia content, each aimed at enhancing students' speaking performance, particularly within the context of job interviews encompassing ten interview questions, this study assessed four key language skills: accuracy, fluency, pronunciation, and vocabulary. Notably, among these four skills, pronunciation emerged as the most easily comprehensible and superior skill for the students, as indicated by the notably high scores achieved.

Statistical analysis revealed a significant disparity between the experimental class's pre-test mean score of 69.65 and their post-test mean score of 80.13. This was juxtaposed with the control class, where pre-test scores averaged 65.29, only rising slightly to 70.94 in the post-test. Consequently, it becomes evident that students taught with the aid of multimedia content outperformed their peers who were taught through conventional methods. The hypothesis testing, as elaborated in the preceding chapter with a T-test value is greater than T-table value (4.304 > 1.69), supports the assertion that a substantial and significant gap exists between students exposed to multimedia content and those who were not. Thus, it is unmistakable that twelfth-grade students' speaking

performance experiences marked improvement through the utilization of multimedia content, as conclusively demonstrated above.

REFERENCES

Abdullah, M. Y., Hussin, S., & Ismail, K. (2019). Implementation of flipped classroom model and its effectiveness on English speaking performance. International Journal of Emerging Technologies in Learning (IJET), 14(09), 130. https://doi.org/10.3991/ijet.v14i09.10348

AL-Garni, S. A., & Almuhammadi, A. H. (2019). The effect of using communicative language teaching activities on Efl students' speaking skills at the University of Jeddah. English Language Teaching, 12(6), 72. https://doi.org/10.5539/elt.v12n6p72

Ary et al. (2006). Introduction to Research in Education Eight Edition. Canada: Wadsworth

Aslan, R., & Şahin, M. (2020). 'I FEEL LIKE I GO BLANK': IDENTIFYING THE FACTORS AFFECTING CLASSROOM PARTICIPATION IN AN ORAL COMMUNICATION COURSE. *Teflin Journal*, *31*(1), 19-43. http://doi.org/10.15639/teflinjournal.v31i1/19-43

Bahadorfar, M., & Omidvar, R. (2014). Technology in teaching speaking skill. *Acme International Journal of Multidisciplinary Research*, *2*(4), 9-13.

Bryfonski, L. (2020). Current Trends and New Developments in Task-Based Language Teaching. ELT Journal. https://doi.org/10.1093/elt/ccaa043

Cendra, A. N., & Sulindra, E. (2022). Speaking accuracy, fluency, and beyond: Indonesian vocational students' voices. LLT Journal: A Journal on Language and Language Teaching, 25(2), 379–394. https://doi.org/10.24071/llt.v25i2.4579

Cohen, J. (1988). Statistical Power Analysis for the Behavioral Sciences (2nd ed.). Routledge. https://doi.org/10.4324/9780203771587

Collins, J., Hammond, M., & Wellington, J. (2002). *Teaching and learning with multimedia*. Routledge. https://doi.org/10.4324/9780203441305

de Wolf, S., Smith, N., & Lowie, W. (2017). Influences of early English language teaching on oral fluency. ELT Journal, 71(3), 341–353. https://doi.org/10.1093/elt/ccw115

Elyas, T., & Alghofaili, N. M. (2019). Native English speakers versus non-native English speakers: The impact of language teachers on EFL Learner's English proficiency. English Review: Journal of English Education, 7(2), 27. https://doi.org/10.25134/erjee.v7i2.1773

Fuangkarn, K., & Rimkeeratikul, S. (2020). An observational study on the effects of native English-speaking teachers and non-native English-speaking teachers on students' English proficiency and perceptions. https://doi.org/10.31235/osf.io/7sqy3

Galloway, N., & Rose, H. (2018). Incorporating Global Englishes into the ELT classroom. ELT Journal, 72(1), 3–14. https://doi.org/10.1093/elt/ccx010

Getie, A. S. (2020). Factors affecting the attitudes of students towards learning English as a foreign language. Cogent Education, 7(1), 1738184. https://doi.org/10.1080/2331186X.2020.1738184

Gilakjani, A. P. (2012). A study on the impact of using multimedia to improve the quality of English language teaching. Journal of Language Teaching and Research, 3(6). https://doi.org/10.4304/jltr.3.6.1208-1215

Ginting, D., & Linarsih, A. (2022). Teacher professional development in the perspective of technology pedagogical content knowledge theoretical framework. Jurnal Visi Ilmu Pendidikan, 14(1), 1. https://doi.org/10.26418/jvip.v14i1.49334

Ginting, D., Sulistyo, T., Ismiyani, N., Sembiring, M. J., Asfihana, R., Fahmi, A., Made Rai Suarniti, G. A., & Mulyani, Y. S. (2022). English language teacher's multimedia knowledge in teaching using technology. World Journal of English Language, 12(6), 184. https://doi.org/10.5430/wjel.v12n6p184

Gömleksiz, M, N. (2010). An evaluation of students' attitudes toward English language learning in terms of several variables, Procedia - Social and Behavioral Sciences, 9, 913-918, https://doi.org/10.1016/j.sbspro.2010.12.258.

Imam Fauzi (2016) The application of multimedia-based presentation in improving students speaking skills. Banten: Sinta Journal.

Jonker, J., & Pennink, B. W. (2010). Quantitative research. The Essence of Research Methodology, 65–75. https://doi.org/10.1007/978-3-540-71659-4_4

L. Vicent, X. Avila, J. Anguera, D. Badia and J. A. Montero, "Do Multimedia Contents increase the effectiveness of learning?" Proceedings. Frontiers in Education. 36th Annual Conference, San Diego, CA, USA, 2006, pp. 12-17, https://doi.org/10.1109/FIE.2006.322640

Lomri, A. M. (2016). The Impact of Using the Audiovisual Aids to Improve Students' Speaking Skills. Republic of Algeria: University of Mohammed Kheider Biskra

Palacios Martínez, I. M. (2020). Methods of data collection in English empirical linguistics research: Results of a recent survey. Language Sciences, 78, 101263. https://doi.org/10.1016/j.langsci.2019.101263

Pham, T. (2021). Attitude and motivation in Language learning: A review. Journal of English Language Teaching and Applied Linguistics, 3(5), 64–72. https://doi.org/10.32996/jeltal.2021.3.5.7

Syafii, M. L., Sugianto, A., & Cendriono, N. (2019). Improving students' speaking skill by using

multimedia presentation strategy. English Review: Journal of English Education, 7(2), 125-132. https://doi.org/10.25134/ERJEE.V7I2.1690

Seven, M. A. (2020). Motivation in Language Learning and Teaching. African Educational Research Journal, 8, 62–71. https://doi.org/10.30918/AERJ.8S2.20.033

Shofi, A. T. (2020). Employing multimedia-based learning to improve English speaking skills. ELTICS: Journal of English Language Teaching and English Linguistics, 5(1). https://doi.org/10.31316/eltics.v5i1.525

Thamarana, S., Kumar, S., Prabhakar, T., Gulivindala, S., Matta, V., Seela, C. R., & Ramana, P. (2016). Use of multimedia technologies in english language learning: a study. *International Journal of English Language Teaching*, *4*(8), 15-30.

Wulyani, A. N., Elgort, I., & Coxhead, A. (2019). Exploring EFL teachers' English language proficiency: Lessons from Indonesia. Indonesian Journal of Applied Linguistics, 9(2), 263-274. http://doi.org/10.17509/ijal.v9i2.20217