



ISSN: 1817-6798 (Print)

Journal of Tikrit University for Humanities

available online at: <http://www.jtuh.tu.edu.iq>
JTUH
 مجلة جامعة تكريت للعلوم الانسانية
 Journal of Tikrit University for Humanities

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Keywords:

speaking,
 presentation,
 multimedia presentation,
 Role,
 develop

ARTICLE INFO

Article history:

Received 10 Dec. 2018

Accepted 22 Jan 2019

Available online 11 May 2021

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The Role of Multimedia Presentation Strategy in Teaching Speaking to EFL University Students

A B S T R A C T

This research aims to find out the following:

1. Whether there is any significant difference between the achievement of the students of the experimental and control groups in the post-test.
2. Whether there is any significant difference between the achievement of the students of the experimental group in pre-test and post-test.
3. Whether there is any significant difference between the achievement of the students of the control group in pre-test and post-test. These aims have been achieved through verifying the following hypotheses:

1. There is a significant different between the mean scores of experimental and control concerning post-test.
2. There is a significant difference between the mean scores of experimental group in the pre-test and post-test.
3. There is not any significant difference between the mean scores of the control group in pre-test and post-test.

A pre-test and post-test of written and oral questions have been constructed, validated, its reliability is obtained, and its items are analyzed and then applied to the two groups of study. The collected data has been statistically analyzed and the obtained results are as follows:

1. There is a significant difference between the mean scores of the experimental and control group in the post-test, and for the favor of the experimental. This means that the strategy of Multimedia Presentations has a positive role on university students' achievement in speaking.
2. There is a significant difference between the mean scores of the students' achievement in pretest and post-test of experimental group.
3. There is no statistically significant difference between the mean scores of the students' achievement in pre-test and post-test of the control group.

As a result, this study approved the effectiveness of Multimedia Presentation Strategy on improving students' speaking skill

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DOI: <http://dx.doi.org/10.25130/jtuh.28.2021.01>

اثر استخدام استراتيجية العرض التقديمي المتعدد الوسائط في تدريس مهارة التكلم في اللغة الإنكليزية
 لدى طلبة الجامعة

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الخلاصة:

تهدف الدراسة إلى:

١/ ايجاد فيما إذا كان هناك أي فرق دال بين تحصيل طلبة المجموعة التجريبية والمجموعة الضابطة في الاختبار البعدي في مهارة التكلم باللغة الإنكليزية.

٢/ ايجاد فيما إذا كان هناك أي فرق دال بين تحصيل المجموعة التجريبية في الاختبار القبلي والبعدي في مهارة التكلم.

٣/ ايجاد فيما إذا كان هناك أي فرق دال بين تحصيل المجموعة الضابطة في الاختبار القبلي والبعدي في مهارة التكلم.

وقد تم التثبت من صحة الفرضيات وتبين الاتي:

١/ هنالك فرق دال بين متوسط تحصيل المجموعة التجريبية والمجموعة الضابطة في الاختبار البعدي.

٢/ هنالك فرق دال بين متوسط أداء المجموعة التجريبية في الاختبار القبلي والبعدي في مهارة التكلم

٣/ ليس هنالك فرق دال بين متوسط أداء المجموعة الضابطة في الاختبار القبلي والبعدي .

تم بناء اختبار تحصيلي يتكون من أسئلة شفوية وتحريرية قبلية وبعدية ثم تم استخراج صدقها وثباتها و مستوى صعوبتها وقوة تميزها. طُبِّق الاختبار على عينة الدراسة المتكونة من المجموعتين التجريبية والضابطة و جُمِّعت البيانات وحُلِّلت احصائيا. اظهرت النتائج ما يلي:

١/ هنالك فرق ذي دلالة احصائية بين متوسط تحصيل المجموعة التجريبية و متوسط تحصيل المجموعة الضابطة في الاختبار البعدي ولصالح المجموعة التجريبية. وهذا يدل على الدور الإيجابي لاستراتيجية العرض التقديمي المتعدد الوسائط على تحصيل طلبة الجامعة في مهارة التكلم.

٢/ هنالك فرق ذي دلالة احصائية بين متوسط اداء الطلبة المجموعة التجريبية في الاختبار القبلي والبعدي في مهارة التكلم.

٣/ لا توجد فرق دال احصائيا بين متوسط اداء الطلبة في الاختبار القبلي و البعدي في مادة المحادثة. وبذلك اكدت هذه الدراسة على فاعلية استراتيجية العرض التقديمي المتعدد الوسائط في تحسين مهارة التكلم لدى الطلبة.

1.1 Statement of the Problem

The main objective of learning a foreign language is to be able to communicate in that foreign Language. Today students graduate from university without being able to “speak” English well because we have not given them enough opportunities to practice speaking skill. Students at the department of English are not speaking in the classroom during the lesson, only good students take the opportunities to speak. In addition, most of the students do not find speaking a rewarding task. Speaking is the most difficult among the four skills: understanding Reading, listening and writing which can be learned with a teacher or on one’s own, with books.

Most of the theorists think that the strategy of teaching English by using Multimedia Presentation will motivate students and encourage them to practice English well in the classroom . This study aims to investigate the impact of using Multimedia Strategy on students’ speaking with oral presentation, because EFL students need to practice speaking as much as possible.

The main goal of this study is how to make students perform well in classroom, by preparing activities where they will speak as much as possible. This study is important to give teachers some ideas how to deal with students who are not motivated to practice or participate in classroom.

This study has been designed to investigate the use of Multimedia Presentation as a good device in English Department among the first-year students, college of education at Kirkuk University. The study aims to investigate the impact of Multimedia Presentation on the students’ speaking performance.

It is hypothesized that:

1. There is significant difference between the mean scores of experimental and control groups in post-test scores.
2. There is significant difference between the mean scores of experimental group in the pre-test and post-test.

3. There is no significant difference between the mean scores of the control group in pre-test and post-test.

The current study is limited to:

1. A sample first stage students of the English department / Kirkuk University in the city of Kirkuk, during the academic year 2018-2019.
2. The teaching material is limited to units 4, 5, and 6 of "Real Listening and Speaking" book.

2. Related literature

2.1 Definition of Speaking Skill

Speaking "is the expression of ideas and thoughts by means of articulate sounds produced by the vocal organs" (Webster Dictionary, 1970: 1431). According to Chaney (1998:13), speaking "is the process of building and sharing meaning through the use of verbal and non – verbal symbols, in a variety of contexts". Speaking is to express or communicate opinions, feelings, ideas, etc., by or as talking and it involves the activities on the part of speakers as psychological, physiological (articulator) and physical (acoustic) stage" (Oxford Advance Dictionary, 1995: 13).

2.2 Types of classroom speaking performance:

Usually, there are six types of oral activities inside speaking classrooms:

1. Imitative :

This kind of performance is used very little, and it is used in case of having a pronunciation session.

2. Intensive :

The difference between this kind and the previous one is that it deals with phonological and grammatical practices of language.

3. Responsive :

This kind is used a lot, for example, students reply to teacher or making comments by students.

4. Transactional (dialogue)

This kind is used to exchange information, and it is a longer version of responsive language.

5. Interpersonal (dialogue)

This kind is used to keep up human relationship rather than exchanging information.

6. Extensive (monologue)

This kind is used with higher level of speakers. In this kind, speakers are expected to give presentations, summaries, and oral reports. (Brown, 2007:327-330)

2.3 Principles for teaching speaking skill:

These are the principles for teaching speaking skill

1. Use group or pair work:

2. Base the activity on easy language :

The language used in speaking activities should be an easy one.

3. Make a careful choice of topic and task to stimulate interest:

(Ur, 2012:119).

4. Encourage the use of authentic language in meaningful contexts :

5. Provide appropriate feedback and correction:

Provide intrinsic motivation (Brown, 2007:331-332)

2.4 The concept of Multimedia presentations:

Multimedia presentations is one of the uses of CALL (computer assisted language learning), sometimes learners and teachers use PowerPoint and a media presentation program to make their presentations interesting with the help of photos, lists, audio, graphics, and charts.

It is used by learners inside the class to deliver a presentation or a researcher during a conference. (Brown, 2007:205)

Multimedia presentations (Diaz-Rico & Weed, 2002) (as cited in Herrell & Jordan, 2012: 275)” involves the use of media such as audio and video equipment (VCRs, videodisc players, video cameras), computers and related software, and internet sources to do research, publish, and make classroom presentations. In recent years, the availability of computer multimedia technology, Internet access, and materials in multiple languages have greatly improved, making the use of these resources in the classroom more practical. The use of multimedia presentations with English language learners are especially important because of the flexibility the approach lends in both teaching and learning. Students benefit when teachers use multimedia resources in presenting lessons because such media adds context to the language and the lessons. When students use multimedia resources to present their research, writings, and projects, they can document and present their growing capability without the constraints often encountered when making oral reports.

2.5 The benefits of presentations:

The benefits of learning how to speak effectively extend well beyond the few minutes you stand before an audience:

A. Personal benefits: you can improve self-awareness and self-confidence; develop listening and critical thinking ability.

B. Professional benefits: presentations are a stage where you take your career to higher level. You can analyse, accommodate, and appeal to a variety of listeners, improve your credibility and more chances of becoming a leader, getting a job, holding it, and developing your career.

C. Public benefits:

You will have the skill of knowing every detail about public speaking, involving in-group discussion, and decision-making.

(Engleberg & Daly, 2009:2)

2.6 Teaching Presentations:

Teaching presentations can involve five steps:

1. Building the context: speakers look at the context in which a text found and regard its aim and the expectations of the listeners.
2. Modelling and deconstructing the text: the text is reviewed according to the way it is written and it is discourse.
3. Joint construction: the teacher teaches the presenter how to create a presentation text, and then how to start, transitions between points and other skills.
4. Independent construction of presenting a text: learners try to create a fresh presentation, whether alone or within groups.
5. Presentation:

In this point, learners deliver their presentations and get feedbacks from their colleagues and the teacher. (Richards, 2015:425)

2.7 Previous Studies

2.7.1 Fauzi (2016)

This study tries to approve that multimedia-based presentations is a means of improving university students' speaking skill. The study followed action research at the economics department in one of the non-governmental universities in serang, banten. From the two specialties of the department, thirty students from accounting specialty involved in the experiment.

Four methods were used to gather data: Questionnaire, observation, presentation assessment form, and interview. Questionnaire was adopted to find comments, statements, and perception for needs analysis in order to lead the researcher to apply multimedia-based presentation.

This action research showed that multimedia-based presentation could improve students' speaking skill. Multimedia can be integrated in a speaking session to help students deliver better oral presentation. This may be due to the characteristics of multimedia, which can be attractive since it can contain animation, sound, figures, etc. However, this is only a teaching-learning aid.

2.7.2 Grzeszczyk (2016)

This study aims at discovering the effects of multimedia use in foreign language teaching.

The researcher adopted questionnaires that were handed to the teachers of English. There were 30 volunteers that participated in the survey, which was conducted in Poznan, Poland. Eleven questionnaires were completed at college of modern languages, ten at the university of Adam Mickiewicz and nine at the University of Technology during English lectures meeting. Both students who already work as teachers, and lecturers filled the questionnaires. The most of the surveyed were women, as they constituted 25 out of 30 volunteers. Although the research was conducted in Poznan, the respondents come from different areas; 24 surveyed, the majority, claimed to come from the city, and the rest 6 live outside the larger agglomeration.

After getting a suitable amount of completely filled questionnaires, an analysis was conducted that allowed to determine the pros and cons of involving multimedia in the classroom, and shows the impact of multimedia use on language teaching. The questionnaire consisted of two sections, and in total comprised 12 questions. Section one tackled the general information about the participants' sex, place of residence, years of English teaching experience, and the type of the school where he or she works. The goal of this was to create a big picture of the English teacher.

The second section was about the assessment of multimedia, regarding their efficiency, different types, and the frequency of their use.

After analysing data, it is concluded that the vast kolmajority (90%) uses multimedia in either every class or at least several times a month. In fact, 14 teachers who constituted 47% claim to use multimedia in every class, and 43% admits to have it several times a month. Only three people (10%) marked to have multimedia enhanced classroom once a month. There was no one of the surveyed to exploit multimedia as rarely as once per semester or once a year.

It is concluded that teachers can indicate the advantages from using multimedia in the classroom. First, they think that computers are great tool, and together with the internet enable easier and faster communication, which in turn results in and leads to acquiring target language in easier way. Second, increased willingness by English learner's participations in the classroom. Third, teaching in combination with multimedia is without doubt more effective. The fourth is that there is enough good multimedia materials for English teaching, giving opportunities for teachers to provide their students with reliable, various, and interesting sources

The disadvantages of Multimedia-based classrooms are that the materials have to be carefully selected according to students' needs. Moreover, it requires earlier preparations by the teachers as sometimes inappropriate language may be used, wrong content or the level of the difficulty.

Section Three

Procedures

3.1 The Design of the Experiment:

Experimental design is the master plan of the steps by which the researcher can find out the truth of his hypotheses by arriving at valid conclusions about connection between independent and dependent variables. (Best & Kahn, Research in Education, 2006).

The importance of research design lies in that it makes the various processes move easily resulting in more information with as little as possible budget, human work, and time.

This design is pre-test, post-test design because it is the strongest design. (Kothari, 2004: 31-32)

Table (3.1)
The Experimental Design of this Study

Group	Test	Independent variable	Test
Experimental	Pre-test	Multimedia presentations strategy	Post-test

Control	Pre-test	Traditional Method Without Multimedia Presentation	Post-test
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3.2 The Sample of the Study:

The sample of this study has been selected randomly from first year students in the Department of English, College of Education, at University of Kirkuk.

This sample consists of (76) students, one of the students are excluded because she was old. The remaining (75) students are distributed into two groups, the experimental and control. Experimental group consists of (40) students and the control is (35).

Variables such as age, students' achievements in the preceding year, father and mother's education, gender and ratio of boys to girls have been paid attention at to ensure that the two groups are equivalent. See Table (3.2).

Table (3.2): Number of students in the Experimental and Control Groups

Groups	Numbers of Pupils
Experimental	40
Control	35

Materials

3.3 Instructional

The material which has been taught to the experimental and control groups include speaking sections in unite (1-6) (Real 2 listening and speaking) the researcher has taught to both groups (experimental and control). The lectures were on Wednesday and Thursday for both groups.

3.4 Construction of achievement test:

The test includes two parts

Oral test is to find out learners' ability in speaking and to grade learners' answers in the pre-test and post-test speaking exams.

The oral test is conducted in a form of a dialogue between the examiner and one of the examinees by formulating a series of connected questions. The questions are related to each other in a meaningful way that develops a dialogue.

Beside the Oral test, a written test has been conducted to measure the students' ability in speaking skill.

Table (3) the specification of the contents and Behavioural objectives of the achievement test

3.5 Validity of the Test

Validity of the test of this study is found by exposing the test to a jury of experts in the field of language teaching and psychology.

3.6 Reliability of the test

The oral test was conducted on (20) first stage English department students from the University of Kirkuk on 2 November 2018, and then after 10 days the same test conducted on the similar group of students. Adopting the test-retest approach and Pearson correlation coefficient with spearman-brown equation (Ferguson, 1981:113, 438) the reliability coefficient is between (0.82-0.94) and it is found to be 0.78.

3.7 Scoring Scheme of the Oral Test

The speaking test, as shown previously, contains ten items. The test-taker evaluated in accordance with the scoring measurement.

The scores can be described as follows:

- **Pronunciation : 10**
- **Grammar : 10**
- **Vocabulary : 10**
- **Fluency : 10**
- **Comprehension : 10**

Section Four

Analysis of Results, discussion of results, and conclusions

4.1 Comparison of the Experimental and the Control Groups in the Post-test Scores

The comparison of mean scores of control and experimental groups in the total scores of the post-test is treated to find out if there is a significant difference between the two groups or not.

Results show that the mean scores of the experimental group are 77.83 and that of the control group is 69.40. By applying the t-test formula for two independent samples the computed t-value is found to be 5.89 while the tabulated t- value is found to be 2.12 at degree of freedom (73) and level of significance is (0.05), as shown in Table (4.1).

It shows that there is a significance difference between the mean scores of the experimental and the control group, and for the favour of the experimental.

This shows that the achievement of the experimental group, which instructed by Multimedia Presentations strategy is better than the achievement of the control group, which instructed by the traditional method. Thus, the first hypothesis that states there is significant difference between the mean scores of the two groups in post-test is verified.

Table (4-1)

The Mean Scores, Standard Deviations and T-Values of the Two Groups in the Post-test

Group	No. of Students	Means Scores	SD	T-Value		DF	Level of Significance
				Computed	Tabulated		
EG.	40	77.83	6.50	5.89	1.99	73	0.05
CG.	35	69.40	5.79				

4.2 Comparison between Pre-test and Post-test Scores of the Experimental Group in the Speaking Skill Test:

The mean scores of the students' achievement in both pre-test and post-test of the experimental group are calculated and compared in order to find out whether there is any significant difference between them. The obtained results show that students' mean scores in pre-test are 67.80 and that of the post-test is 77.83. The t-test formula for two related samples is used and results show that the computed t-value is 6.63 and the tabulated t-value is 1.99 at the degree of freedom (73) and level of significant (0.05), as shown in Table (4.2).

This means that there is a significant difference between students' achievement in pre-test and post-test of experimental group. Therefore, the second hypothesis is verified.

This also means that using Multimedia has a positive effect on students' speaking.

Table (4-2): T-Values for Differences between Pre-test and Post-test Scores of the Experimental Group in the Speaking Skill Test

Test	.No	Mean	.SD	Mean difference	SD mean	T-Value		Significance level at 0.05
						Calculated	Tabulated	
Pretest	40	67.80	6.63	10.03	6.63	6.63	1.99	There is a significant statistical difference
Posttest	40	77.83	6.5.					

No = 27 T-tabulated value at (0.05) level, (26) DF = 73

4.3 Comparison between Pre-test and Post-test Scores of the control Group in the Speaking Skill Test:

The mean scores of the control group in the pre-test has been found to be (69.03), while in the post-test it has been found (69.40). Thus, the "t" test formula used to determine if there is a significant difference between the scores of the control group in the pre and post- tests. The calculated "t" value has been found (0.71) at (0.05) level of significance. This means that there is no significant difference between students' achievement in pre-test and post-test of control group. Therefore, the third hypothesis is approved.

This indicates that the achievement of the control group in the post-test is a little bit better than in the pre-test but it is not outstanding. See Table (4.3)

Table (4-3)

The Mean, Standard Deviation and the "t" Value of the Pre-test and Post-test Learners' Scores of the Control Group

Variables Tests	Size of Sample	Mean	SD.	Difference mean	SD mean 3.08	t Value		Significance level at 0.05 and 73 degree of freedom
						t calculated	t tabulated	
Pre-test	35	69.03	6.87			0.71	1.99	There is a significant statistical difference.
Post-test	35	69.40	5.79	0.37				

4.4 Discussion of the Results

The results of this study show that the achievement of the experimental group who has been taught by Multimedia Presentations is better than that of the control group who has been taught without Multimedia Presentation. Therefore, we can discover that the Multimedia Presentation strategy is more useful than without Multimedia Presentation Strategy in teaching speaking.

It is believed that the development of students' achievement in speaking skill can be the result of the following factors:

1. Make students believe in themselves.
2. It breaks the shyness barrier inside the students and inside the classroom.
3. It gains students more confidence.
4. Prepare (students) teachers for the teaching career and variable jobs that requires standing and talking to crowds or a group of people.
5. Stimulate students' motivations and interests.

It is worth mentioning that this research is compatible with that of (Grzeszczyk: 2016), which indicates that multimedia support students 'development.

The results of this research agree with what Imam Fauzi has concluded in his study that multimedia presentations can develop students' speaking skill.

4.5 Conclusions

The following points concluded from the results of this study:

1. Using Multimedia Presentation strategy helps the students of first stage of English Department/ College of Education at Kirkuk University learn their syllabus book better by using Multimedia Presentation.
2. Students were very responsive towards this strategy, which first adopted in their college.
3. Students learned how to use power points Microsoft office.
4. Students learned to work within a team of students.
5. Students started to depend on themselves.
6. Students started to gain more confidence after they delivered their presentations.
7. Presentations can be used in variety of exercises in different subjects like drama, poetry etc.

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