# THE IMPLEMENTATION MULTIMEDIA AS A TEACHING METHOD TO IMPROVE THE SPEAKING ABILITY OF TENTH GRADE AT SMA NEGERI 5 PEMATANG SIANTAR

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*ABSTRACT*
*The objective of this research was to find out the  using multimedia as a teaching method improve the speaking ability of  tenth grade at SMA Negeri 5 Pematang Siantar. This research was conducted at SMA Negeri 5 Pematang Siantar . This research used quantitative with true experimental method. Population of this research was grade tenth with 10 classes which consists of 360 students and the sample of this research was 36 students in one class. The technique of collecting data was pre-test and posttest. The technique of analyzing data by using SPSS version 26.0. The result ofresearch was ($T_{counted} = 65,000 > T_{table} = 1,689$) at the significance level α =0.05 with the degrees of freedom (df) = (36-1=35) for each class so the degrees of freedom is 70. Ho( there is no significant effect of using multimedia on student's speaking ability ) is rejected and Ha (there is a significant effect of using multimedia on student's speaking ability) is accepted . It means there is a significant effect of  the Implementation Multimedia as a Teaching Method to improved the speaking ability of tenth grade at SMA Negeri 5 Pematang Siantar.*
*Keywords : Multimedia, Teaching Method, Speaking Ability*

## I.  INTRODUCTION
### Background of The Research

These days,most of people in the world use English to communicate in order to maintain and fulfill the need of communication with others. As a foreign language in Indonesia, English is learned seriously by many people to have a good prospect in the community of international world. English is very important.By learningEnglish, the students are expected to absorb and keep up with the development of science, technology and art.

The purpose of teaching English is to make the young generation competenting English even though passive or active English, whether to speak fluency or just to understand what people say orto write their opinion to express their idea. That's why, English has been taught widely at formal school starting from elementary school up to University. According to (Azadi et.al., 2015) speaking is one of four basic skills in learning foreign learning besides listening, reading and writing. Itmeans that speaking is an important skill in order to communicate withother people. The students need to be exposed with their local culture,they have can compare their local culture with the others. Furthermore learning speaking in schoolis easy than learning it alone, because in school there are friends andteachersto practiceit. However, the results of a small observation conducted by researchers at the SMA Negeri 5 Pematang Siantar indicate that the school does not use multimedia as a method of teaching.Based on the assumption the researcher wants to conduct a researchentitled "The Implementation Multimedia As A Teaching Method ToImprove The Speaking Ability Of Tenth Grade Class At SMA Negeri 5 Pematang Siantar "

### The Problem of The Research

Based on background of problem of the  above, the following problem can be identified - Does the using multimedia as a teaching method improve the speaking ability of tenth grade class at SMA Negeri 5 Pematang Siantar?

### The Objective of The Research

The objective of researcher is to find out the using multimedia as teaching method improve the speaking ability of tenth grade class at SMA Negeri 5 Pematang Siantar

## II. LITERATURE RIVIEW
### The Defenition of Speaking

Speaking is one of the basic language skills that have to be mastered by English-language foreign learners due to its significance and its use for communication. It is very important to be able to speak English, considering that it is the most commonly accepted language in the world, because it will be very beneficial for those who comprehend it, not only to improve their knowledge and skills but also to make it easier for them to get a job. More than that, they will not find it difficult to communicate with and interact with people around the world when they travel. According to (Gard & Gautam, 2010), cited in (Susnawati, Marhaeni & Ramendra, 2019) , Speaking is a tool that people use to interact with others.

(Brown & Abeywickrama, 2010) revealed that in speaking skills required components of Vocabulary, Pronunciation, Grammar, Fluency, Comprehension :
1. Vocabulary is often a word that is more familiar than a stock of words or a group of words that are already known in a person's language.
2. Pronunciation means how we pronounce words and can be understood.
3. Grammar is also urgent because it is not only about language rules but grammar is to avoid misinterpretation
4. Fluency in a language means speaking easily, fairly quickly without much pause and it is understandable.

### The Difficulty of Speaking

Speaking is one of the most important and hardest skills to master. The issues that occur in learners' speaking performance must be caused by various factors. (Yumniamatillah, 2017) discovered that student's speaking problems and factors influence one another. In his study, seven factors that affecting first - year English Department students' speaking difficulties are lack of vocabulary knowledge, lack of practice, the attention of the audience, environment, accent and mother tongue, different spelling, and lack of motivation Besides, (Zhang, 2010), speaking remains the most difficult skill to master for the majority of English learners, and they are still incompetent in communicating orally in English.

It can be summarized that, are some factor make students difficult to speak. They are : clustering, redundancy, reduced from, performance variables, colloquial language, rate of delivery, stress and intonation, interaction. Based Penny there are : nothing to say, worried making mistakes, simply shy of the attention that their speech,low or uneven participant, the last in mother tongue in use, the students feel comfortable use their mother tongue and feel unnatural when they are speaking in English.

### Teaching Method

To overcome problem of speaking, a method is needed by teachers to help them in teaching the students. (Sudjana, 2009) said that teaching method is a way utilized by teacher to establish relation with students in learning process. Then, (Yamin, 2009) mentioned that method is the manner utilized to acquire aims effectively and efficiently. Those methods are more explicitly described in Pollard's book (2008), they are: Grammar Translation Method, this method focuses on studying written texts and translating them into the students' home language. Audio-lingual Method, this method derived from of behaviorist paradigm which focuses on providing a stimulus to the students' respond; the correct of student response will be praised in order to strengthen the correct of language use and of course to reinforce discipline in learning.

### Multimedia

The word media comes from the Latin "medius" which literally means middle, intermediary, or introduction. In Arabic is an intermediary or messenger from the sender to the recipient of the message (Arsyad, 2009). Gerlach & Ely (Arsyad, 2009) revealed that the media when understood in an outline is mausia, material, or events that build conditions that make students able to acquire knowledge, skills, or attitudes. According to Marshall Mcluhan (Harjanto, 2006) the media is a human extension that allows it to influence others who do not have direct contact with him. According to (Ruminiati,

2007) the word media comes from the Latin medio, in Latin, the media is interpreted as between. Media is the plural form of medium, which literally means intermediary or introduction. In particular, the word can be interpreted as a means of communication used to bring information from one source to the addressee.

Multimedia is a combination of two types of information presentation, verbal and visual (Mayer, 2001), or more different information media within a computer system (Babiker, 2015). Also, other scholars define multimedia as the combination of at least two input or output media of data, such as audio (sound and music), animation, video, text, graphics and images (Turban et al., 2002). (Moreover & Vaughan, 2011) defines multimedia as a combination of digitally manipulated text, photographs, graphic art, sound, animation, and video elements. Thus, multimedia can be defined as the combination of different media using a computer system that is very useful in presentations, such as in teaching.

**Using of Multimedia**

The development of information technology using multimedia has hada positive impacton the world of education in particular. Shifting  educational models, especially in learning in the classroom should follow the latest technological developments. It is time for teaching in school sto be no longer done conventionally with limited media such as blackboards, books and others but it can be instructed by utilizing multimedia technology.

The use of multimediainlearning isvery good becausesomesenses function  optimally asrevealedby (Aloraini, 2012) that multimedia isone of the besteducational techniquesbecause ithandlesmore than one sensessimultaneously; sense of sight and hearing. Thus, it can be concluded that the media provides great benefits that can help teachers in the learning process in the classroom. One of the online media that can be used as learning media is YouTube. This media presentsa lot of video - based information that can beused as learning materialin class, one of which is learning English. English learning using audio visual media with attractive and varied display designs, such as YouTube, can attract interestand motivate students to learn. In addition, teachers and students can easily access various  learning contents such as videos on YouTube.

**Characteristic of Video Media**

Video media has advantages and disadvantages. The advantages and disadvantages of video media include the following.

Advantages of video media:
1. Can be used for classical or individual video Media can be used in classical learning. Students together can watch video shows played by teachers. In addition to classically, it can be used individually. Students can view the video display individually on their respective computers.
2. Used repeatedly. Videos can be played over and over again making it practical to use in learning.
3. May present objects of a hazard nature. Learning materials that can harm students, displayed through video media.
4. Can present objects in detail.
5. It doesn't need a dark room.
6. Video media playback can be done in the classroom in bright conditions.
7. Can be slowed down and accelerated.
8. Presents images and sounds.
   Disadvantages of video media :
1. Difficult to revise
2. Requires a lot of money

**III.  The Research Method**
**The Research Method**

Quantitative research is an idea by establishing assumption and use data gathering to support assumptions. Mix-method research is a research methods that combine between quantitative and qualitative methods to used together in a study in order to obtain more comprehensive, valid, reliable, and objective data (Sugiono, 2011). There are several forms of experimental research design that can be used in an experiment. Experimental research design that can be used in a study, namely: pre-

experiental Design, True Experimental Design, Factoril Design and Quasi-Experimental Design (Sugiono, 2015).

## The Location of The Research

The location of this research took a place at SMA Negeri 5 Jalan Medan No.Km. 6.8, Tanjung Tongah, Kec. Siantar Martoba, Kota Pematang Siantar, Sumatera Utara . The school is chosen as the field of this research therefore the researcher knows the condition of this school and the students.

## The Population and Sample

The population is an entire, people, subject or events, which all have at least one characteristic in common and must be defined specially and ambiguously. In this research, the population were English teacher and the students of tenth grade of SMA Negeri 5 Pematang Siantar 2022/2023 academic year. There are three classes of Tenth - grade at SMA Negeri 5 Pematang Siantar. The total population consisted of 360 students. The sample is a portion of the population that represents the same characteristics and characteristics so that it truly represents the population (Sugiyono, 2017). In this research, the researcher used purposive sampling is which involves identifying and selecting individuals or groups of individuals that are especially knowledgeable about or experienced with a phenomenon of interest (Clark, 2011).

## Intrument of The Research

Research instrument is a toll used to measure observation natural or social phenomena (Sugiono, 2012). In this research, the researcher use speaking test is use a tool to gather information of the students. The test include pre-test and post-test.Gay state the group that receives the new treatment is call the experimental groups.
a. Pre-test

Before applying the technique , the students experimental class were given the test, it is called Pre-test. Pre-test is used to know student's speaking skill. Students are given material, then they were asked to introduce themselves and tell about their dream vacation in front of the class with their own ability to speak..This test diagnose students weakness and background knowledge about speaking skill.
b. Post-test

Post-test is a measurement to know the students ability after a treatment. (Creswell, 2012) has defined the —post-test is a measure on some attribute after or characteristic that is assessed from participants in an experimental after a treatment‖. The test is the same with ore-test in order to know the differentiation before treatment.

## The Technique of Coleccting Data

Data collection is the process of gathering and measuring information on variables of interest, in an established systematic fashion that enables one to answer stated research questions, test hypotheses, and evaluate outcomes.Collecting data is most important step in every research because the main purpose of it is getting data .The technique of collecting data in this research is by giving a research instrument. A research instrument can include interviews, tests, surveys, or checklists (Adib, 2021).
1. Treatment

The treatment was carried out for the experimental group only. Treatment using Multimerdia.
2. Test

Testisimportantpartofanexperimentalstudy.Brown(2004)statesthatthetestis–amethodofmeasuringapersons‘ability,knowledge or performance in given domain‘s. experimental groupwere given the tests, which is divide into pre-test and post-test. The pre-test is given before the treatment without Multimedia, and pot-test is given after treatment using multimedia.

## The Technique of Collecting Data

Data analysis is the science of examining data to conclude the informationto make decisions or expand knowledge on various subject. In this research, theresearcher useStatiscal Program For Social Science ( SPSS ) 26 to analyzing data.

## IV. THE DATA AND ANALISIS DATA

**The data and Data Analysis**

**Table 1**

| ANOVA | | | | | |
|---|---|---|---|---|---|
| Postest Experimental | | | | | |
| | **Sum of Squares** | **df** | **Mean Square** | **F** | **Sig.** |
| Between Groups | 5425.347 | 1 | 5425.347 | 54.649 | .000 |
| Within Groups | 6949.306 | 70 | 99.276 | | |
| Total | 12374.653 | 71 | | | |

The pre-test and post-test data sources obtained consisting of 72 cases with one variable. Using this data source, we can obtain F-table results by subtracting the number of variables 1 from the number of cases 72, resulting in 71. The $F_{table}$ value for this degree of freedom is 3,98. The $F_{counted}$ value was calculated to be 54,649. Therefore, we can conclude that $F_{counted}$ = 54,649 > $F_{table}$ = 3,98, indicating that the use of multimedia can improve students' ability to speak English.

**Hypotesis**

**Table 2**

| Paired Samples Statistics | | | | | |
|---|---|---|---|---|---|
| | | Mean | N | Std. Deviation | Std. Error Mean |
| Pair 1 | Post-test | 78.75 | 36 | 8.139 | 1.357 |
| | Pre-test | 61.39 | 36 | 11.502 | 1.917 |

The paired sample statistic given is the mean difference between the post-test and pre-test scores. The post-test has a mean score is 78,75 from36 participants, with a standard deviation score is 8,139 and a standard error mean score is 1,357. The pre-test, on the other hand, has a mean score is 61,39 from the same 36 participants, with a standard deviation score is 11,502 and a standard error mean score is 1,917. These statistics suggest that there is a significant difference between the post-test and pre-test scores of the students.

| Paired Samples Correlations | | | | |
|---|---|---|---|---|
| | | N | Correlation | Sig. |
| Pair 1 | Post-test & Pre-test | 36 | .782 | .000 |

The paired sample correlation between the post-test and pre-test measures for pair 1 is very strong with a score is 0,782. This means that the two measures are highly related and increase or decrease consistently together. Additionally, the significance level of 0,000 indicates that the likelihood of getting such a strong correlation by chance is extremely unlikely, providing further support for the strong relationship between the post-test and pre-test measures. The sample size for this pair is 36.

| Paired Samples Test | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | Paired Differences | | | | | | | |
| | | | | | 95% Confidence Interval of the Difference | | | | Sig. (2-tailed) |
| | | Mean | Std. Deviation | Std. Error Mean | Lower | Upper | t | df | |
| Pair 1 | Post-test - Pre-test | 17.361 | 7.220 | 1.203 | 14.918 | 19.804 | 14.428 | 35 | .000 |

The paired sample t-test was conducted to test the hypothesis about students' ability in speaking English using the Multimedia. Based on the results obtained, the T-counted score is 14,428. The T-table, obtained from the statistical table by lookingat the degrees of freedom (df) which is 35, is 1,689. Since T-counted is greater than T-table ($T_{counted}$ = 65,000 > $T_{table}$ = 1,689), it means that the null hypothesis (Ho) is rejected and the alternative hypothesis (Ha) is accepted. Therefore, it can be concluded that there is a significant difference in students' ability in speaking English using the Multimedia

**Finding and Discussion**

The data analysis above presents the findings of a study conducted to evaluate the effectiveness of using Multimedia on improving students' speaking skills. The study was conducted with a population of 360 students, and a sample of 36 students was selected for the study. The researcher selected one class as the experimental group, and pre-test and post-test assessments were conducted to evaluate the effectiveness of the Multimedia. In the pre-test, the majority of students (36.1%) scored 60, while 27.8% scored 70, and 13.9% scored 50. The mean score was 61.39, with a median of 60.00. The standard deviation was 11.502, and the variance was 132.302. The data was found to be normally distributed based on the Asymp.Sig.(2-tailed) score is 0.001. For the post-test, the majority of students (44.4%) achieved a score is 80, while 36.1% got a score is 70. The mean score was 78.75, with a median of 80.00. The standard deviation was 8.139, and the variance was 66,250. The normality test conducted on the experimental class indicated that the data was normally distributed or homogeneous with an Asymp.Sig.(2-tailed) score is 0.000.

The analysis involved a homogeneity test that compared the pre-test and post-test data sources, consisting of 72 cases with one variable. The F-counted value was calculated to be 54.649, and since the F-counted score is greater than the $F_{table}$ score (54.649 > 3.98), the null hypothesis (Ho) is rejected, and the alternative hypothesis (Ha) is accepted. The T-counted score was also calculated to be 14.428, which is greater than the $T_{table}$ score ($T_{table}$ = 1.689), indicating that the null hypothesis (Ho) is rejected, and the alternative hypothesis (Ha) is accepted. This statement means there is a significant differences on students' speaking skill by using Multimedia especially in their pronunciation and intonation.

## V. CONCLUSION AND SUGGESTION
**Conclusion**

Based on research problem and hypothesis proposed and also the result of data analysis hypothesis testing, the researcher get the result of the analysis. The research question in chapter one, was answered, it can be seen from the test computation, it show that $T_{counted}$ = 65,000 > $T_{table}$ = 1,689 at the significance level α =0.05 with the degrees of freedom (df) = (36 - 1 = 35), and 0,000 for the sig (2-tailed). Ha (there is a significant effect of using multimedia on student's speaking ability) is accepted.. This statement means there is a significant effect of the Implementation Multimedia as a Teaching Method to improved the speaking ability of tenth grade at SMA Negeri 5 Pematang Siantar. The Multimedia is good method for the teacher because it gives many advantages for students' speaking ability.Teaching speaking through multimedia as a teaching method can be enjoyable experience for student . Students can improve their speaking ability after being though picture media, video media. It means the use of Multimedia as a Teaching Method is effective way to teacher and also for students in learning speaking ability.

**Suggestionn**

After analyzing the data gained from speaking ability, the researcher would like to present some suggestions. They are as follows:
1. For students, this study highlights the potential of using Multimedia As Teaching Method in improving their speaking ability. By selecting videos with easy vocabulary, subtitles, and employing effective teaching method, students can improve their speaking. It is important for students to stay open to new forms of technology that can educate and benefit them
2. For English Teacher, to learn about multimedia as a teaching method to increase students motivation and confidence to speak english in learning process. This research can be advantages with English teacher
3. For other researchers, this study provides a foundation for further research on the effectiveness of using Multimedia as a teaching method for language learning especially in speaking ability. There is a need for more research on the impact of such interventions on student populations in different learning domains. Additionally, this study highlights the significance of using pre-test and post-test assessments. Further research can help to understand the role that technology plays in enhancing language learning skill.

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