



Development of Multimedia-Based Speaking Teaching Materials and its Influence on Junior High School Student Motivation

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ABSTRACT

This research aims to develop multimedia-based speaking teaching materials and test their effect on junior high school students' learning motivation. The research method used is qualitative research with a descriptive approach. The results of the research show that the use of multimedia-based speaking teaching materials is effective in increasing students' interest in active participation and learning motivation. Multimedia is considered to be able to make learning more interesting, interactive and fun compared to conventional learning. These findings emphasize the important role of teachers in utilizing multimedia technology to create effective learning and can motivate students in speaking skills. Support from the school and other stakeholders is also needed to facilitate teachers in developing and implementing multimedia-based speaking teaching materials.

Keywords: *Learning Motivation, Multimedia, Speaking Teaching Materials*

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INTRODUCTION

In language learning, it is known that several skill elements are interrelated with each other. These skills include listening, speaking, reading and writing (An, 2023). One important part of learning Indonesian in Junior High School (SMP) is speaking activities (Chen, 2022).

However, speaking skills are often given less attention than other language skills such as reading and writing. This can be caused by a number of factors, including the use of non-interactive and uninteresting learning media (Gkeka, 2020). And the lack of students' desire to be actively involved in speaking activities (Kosharna, 2023). Some

experts argue that the lack of variety in the use of learning media can cause students to feel unmotivated to speak (Huang, 2022).

Observations carried out at internship locations show that the problem of students who do not have the motivation to participate in speaking activities still occurs frequently (Kunyaeva, 2023). Most educators in these schools continue to rely on lectures and the use of less varied media in teaching speaking. Students become bored and not interested in learning because of this (Mahler, 2024).

In addition, teachers said that they faced difficulties in selecting and creating teaching materials that could encourage students to speak (Poonounin, 2024). Apart from that, the lack of access to technology-based learning media is also an obstacle for teachers in making learning more interesting (Menggo, 2023).

As seen at SMP Negeri 2 Sogaeadu, where the researcher interned, junior high schools in Indonesia experience the problem of low student motivation to learn to speak. This also happens in other public schools (Suárez-Perdomo, 2022). The results of a survey conducted at fifty junior high schools in various regions show that teachers still use less varied learning approaches and do not utilize technology-based learning media (Xie, 2022).

This fact is in line with the findings of several studies which show that the use of multimedia-based learning media can increase students' motivation to participate in speaking activities (Makransky, 2020). Multimedia is considered to make lessons more interesting and interactive (Krieglstein, 2023). However, many teachers do not have the skills needed to create multimedia-based speaking teaching materials (Liew, 2022). One of the factors that hinders the implementation of multimedia-based speaking learning in public schools is the limited knowledge and ability of teachers to use technology (Artal-Sevil, 2020).

Many factors, both internal and external, influence students' level of motivation in learning to speak. Internal factors include students' lack of basic speaking skills, lack of self-confidence, and anxiety about speaking in public (See, 2019). Low interest and enthusiasm for speaking activities also affects student motivation (Babakina, 2021).

However, external factors can also influence student motivation. Some of these factors include the use of uninteresting learning methods, non-interactive teaching materials, and a lack of variety in learning media (Endres, 2020). Teachers who fail to design and create multimedia-based speaking teaching materials are also one of the causes of low student motivation (Potyrała, 2021).

To increase students' desire to learn to speak, this problem must be addressed immediately (Yorganci, 2022). It is hoped that interesting and interactive multimedia-based speaking teaching materials can arouse students' enthusiasm and encourage them to actively participate in learning activities (Schneider, 2019).

Researchers will create multimedia-based speaking teaching materials at SMP Negeri 2 Sogaeadu using various multimedia features, such as text, images, video, animation and audio. These teaching materials will be designed to be interactive and

interesting learning modules for students, with the aim of increasing student enthusiasm and active involvement.

Based on the information above, it can be concluded that multimedia-based speaking teaching materials can increase junior high school (SMP) students' desire to learn to speak. The use of interesting and interactive learning media can help overcome the problem of low student motivation caused by internal and external factors.

However, the use of multimedia-based speaking learning in public schools still faces several challenges. Some of these are limited technological facilities and infrastructure in schools as well as teacher expertise in creating multimedia teaching materials (Herianto, 2021). Therefore, comprehensive efforts are needed from various parties, including teachers, schools and other stakeholders, to support the development and implementation of multimedia-based speaking teaching materials, which can increase students' speaking desires and skills.

RESEARCH METHODOLOGY

This research uses a qualitative research method with a descriptive approach to obtain a comprehensive picture of speaking learning at SMP Negeri 2 Sogaeadu. The descriptive method aims to describe the conditions of speaking learning which consist of the use of methods, media and student motivation (Al-Ajmi, 2020). The object of the research is learning to speak Indonesian in class VIII of Junior High School, with research subjects including class VIII Indonesian language teachers and class VIII A students totaling 34 people. The research instrument is to determine students' interest and enthusiasm for learning speaking, students' desire to be actively involved in speaking activities, students' perceptions of ease or difficulty in speaking (Ye, 2023).

Data collection was carried out through various techniques, including observation, interviews, questionnaires and documentation. Observations were carried out to directly observe students' methods, media and activities in learning to speak. Semi-structured interviews were conducted with Indonesian language teachers to dig up deeper information regarding the obstacles and efforts made in learning to speak. Questionnaires were distributed to class VIII A students to measure their level of motivation and interest in learning speaking. Meanwhile, documentation is carried out by collecting related documents, such as learning implementation plans (RPP), teaching materials, and results of assessments of students' speaking skills. The data analysis technique used is descriptive analysis. Classroom learning observation data was analyzed descriptively to describe methods, media and student activities.

RESULT AND DISCUSSION

This research aims to create speaking learning materials that use multimedia media and test their impact on the learning enthusiasm of class VIII A students. There are 34 students from class VIII A who are the focus of testing the use of this multimedia learning material. In the development process, researchers produced speaking learning materials that utilized various multimedia features such as text, images, video,

animation and audio. This material is packaged in interactive and interesting learning modules for students. Some of the multimedia content integrated into learning materials includes video examples of presentations, animations to illustrate speaking techniques, and audio to practice pronunciation and intonation.

To increase students' learning interest in speaking, researchers conducted further exploration of students' preferences and needs regarding multimedia content that is interesting and appropriate to their characteristics (Dunleavy, 2022). In addition, researchers regularly test and evaluate multimedia-based learning materials by involving students to get feedback, as well as adapting the materials according to student responses. Researchers also integrate interactive features such as games, quizzes, and challenges in learning to encourage active student involvement (Suri, 2021). Learning materials are prepared by linking topics that are relevant and interesting to students' lives (Anitha, 2022).

In an effort to increase students' active participation, researchers designed multimedia-based learning activities that encourage students to practice and demonstrate their speaking skills (Zambri, 2020). Researchers provide constructive feedback and positive reinforcement to increase students' confidence in speaking. A conducive and supportive learning environment is created so that students feel comfortable to participate actively (Arici, 2019). A student-centered learning approach is applied so that they have an active role in the learning process.

In order to increase students' learning motivation, researchers identified factors that can increase students' intrinsic motivation such as curiosity, challenge, and self-satisfaction (Hsieh, 2019). Constructive feedback is provided to reward student progress and achievements. Learning materials are tailored to the goals and practical benefits for students' lives, so that they see the relevance and usefulness of speaking skills. In addition, students are involved in the planning and decision-making process related to learning so that they feel they have control and responsibility for their learning process.

The trial results of using multimedia-based speaking learning materials in class VIII A showed a positive impact on increasing students' enthusiasm for learning. Some important findings from this research include:

Tabel 1. The following are the results of the research

Aspect	Before Using Multimedia	After Using Multimedia
Student Learning Interests	75% (25 people) showed low interest in learning	85% (28 people) showed high interest in learning
Active Student Participation	40% (13 people) actively participated	85% (28 people) actively participated
Student's motivation to study	-	90% (30 people) felt more motivated

Increasing Student Interest in Speaking:

Before using multimedia-based learning materials, most students (75% or 25 people) showed low interest in learning speaking skills. They tend to be passive and less interested in being involved in speaking activities in class. However, after using multimedia-based learning materials, students' interest in learning increased significantly. As many as 85% (28 people) of students showed high involvement and interest in learning speaking. They stated that multimedia materials make learning more interesting, interactive and fun compared to conventional learning methods.

Increasing Student Active Participation:

Before using multimedia-based learning materials, only 40% (13 people) of students actively participated in speaking activities in class. Most students tend to be passive and reluctant to practice their speaking skills. However, after using multimedia-based learning materials, the percentage of students who actively participated increased significantly to 85% (28 people). Students become more confident and enthusiastic to practice their speaking skills in presentations, group discussions and question and answer sessions.

Increasing Student Learning Motivation:

The results of the questionnaire showed that 90% (30 people) of students felt more motivated to learn to speak after using multimedia-based learning materials. They stated that multimedia features, such as video, animation, and audio, helped them better understand the learning material and encouraged them to actively engage in speaking activities. Students feel more confident and enthusiastic about practicing their speaking skills, and show a greater desire to continue improving their speaking abilities. Some students even expressed a desire to use similar multimedia learning materials in other Indonesian language lessons.

Overall, this research shows that the development of multimedia-based speaking learning materials is effective in increasing the learning enthusiasm of class VIII A students. The use of interactive and interesting learning media can arouse students' interest, increase active participation, and encourage their motivation in learning speaking (Liu, 2020). These findings have important implications for Indonesian language learning practices, especially in the development of learning materials that can encourage junior high school students to be more motivated and actively involved in speaking skills.

This research also highlights the important role of teachers in utilizing multimedia technology to create more effective and interesting learning for students. Teachers need to have adequate competence and skills in developing multimedia-based learning materials to increase student enthusiasm and involvement in speaking learning. Support from schools and other stakeholders is also important to facilitate teachers in accessing needed resources and training.

Overall, the results of this research provide evidence that the development of multimedia-based speaking learning materials can be an effective solution for increasing junior high school students' enthusiasm for learning, especially in speaking skills. It is

hoped that these findings can become a reference for teachers and schools in designing Indonesian language learning that is more innovative, interactive, and capable of increasing students' active involvement.

CONCLUSION

This research shows that the use of multimedia in developing speaking learning materials can effectively increase junior high school students' learning motivation, especially in terms of speaking skills. The use of interesting and interactive learning media, as tested in this research, has been proven to stimulate students' interest, increase their participation, and increase motivation in learning to speak. These findings have significant implications for Indonesian language teaching practices, especially in designing learning materials that can motivate junior high school students and encourage them to be active in speaking. In addition, this research highlights the important role of teachers in utilizing multimedia technology to create more effective and interesting learning experiences for students. Support from schools and other stakeholders was also emphasized as an important factor in providing teachers with the necessary resources and training. Overall, the results of this research can be a guide for teachers and schools in designing Indonesian language learning that is innovative, interactive, and can increase active student involvement.

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