Designing and Evaluating Interactive Multimedia Materials for English Presentation Skill

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Background

For many Indonesian university students, performing English presentation creates anxiety due to pressures of presenting individually and having spontaneous communication. In addition, large classes hinder students to seek assistance for improving their English to their teachers.

Objective

To design, produce, and measure the implementation of the Interactive Multimedia for Academic English Presentation Skills (IMPAS) for individual learning enhancement.

Method

The study employed qualitative method to examine student's need analysis develop content design and learning model, and implementing the prototype in the classroom. Furthermore, this study employed purposive sampling in the implementation phase. Thirteen students who fall into low proficiency level were selected. They performed presentations and were recorded before and after they explored IMPAS. They were observed during IMPAS exploration. Questionnaires were distributed to obtain the student's perspective for further improvements.

Results

It was discovered that students had lack of understanding pertaining academic speeches, struggled with producing proper formal expressions, and performed overall presentation poorly. IMPAS content's design incorporated Mayer's multimedia principle, Bentracourt's animation and interactivity principles, Dickinson's design for self-instruction materials, Hoven's screen layout considerations, and Schwier's and Misachunk's notions about students' controls and options. Indeed, the production of IMPAS involved material designers, illustrators, audio and video technicians, and software programmers. In the pilot implementation, students discovered that IMPAS provides them useful examples and exercises to sharpen their presentation English skills and assists them to be more confidence. The final IMPAS contains six features: signposting, informative presentation, demonstrative presentation, persuasive presentation, essential body language, and effective slideshows.

Conclusion

It is therefore concluded that the development of pedagogically sound multimedia learning materials for English presentation skills involves long and exhaustive processes which need systematic, synergic, and comprehensive efforts. However, this is necessary as the results in the evaluation showed significant improvement in the students' presentation performance and positive attitude. It is indeed necessary to conduct another implementation in a larger scale to reinforce and encourage teachers to use IMPAS as their alternative materials in their classroom.