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MULTMEDIA-BASED PRESENTATION AND SELF-CONFIDENCE ANALYSIS: A QUANTITIVE STUDY ON ENGLISH LANGUAGE LEARNING OF VOCATIONAL COLLEGE STUDENTS

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Abstract
Technology using multimedia assistance is expected to be able to boost some changes both in the classroom atmosphere in general and individual in particular either cognitive (learning outcomes) or affective (learning attitudes). One of learning media that is well-known among users in education is multimedia presentations or Power Point which combine text, graphics, images, photos, audio, videos, and animation in an integrated manner. One of learning tools featuring those conveniences is Genially. The current study was preliminary in nature regarding the use of Genially online media presentation and to investigate with respect its influence on self-confidence among male and female students. The study focused on one skill of language in delivering selected topic or idea using English. Using a quantitative approach, this study involved 62 students consisting of 42 males and 20 females of sophomore students from one vocational college in a small city in Indonesia. To determine level of self-confidence, students were given a questionnaire responding 12 statements in 4 answer scales. Output of One Way Anova and regression test calculation showed that the use of PowerPoint Genially influenced self-confidence for both genders. Even though this media was capable to lead more pleasant and enjoyable learning atmosphere, the influence performed by the variables was considered less significant. This means that students still feel less confident to use oral English in delivering selected topics to their friends in the class.

Keywords: Multimedia Presentation, Genially, Self Confidence, English Speaking

Introduction
Technology in Language Classroom Activities
Technology in the classroom has become a necessity. In this pandemic, the use of technology in learning activities has been increasingly carried out. The technology includes online learning and other tools of technology. The efforts continue to new chapters in the future.

Technology also brings flavour and gives a different colour to learning activities. The use of computers in teaching is also claimed to increase students' proficiency in various fields, including language proficiency. According to (Muhasim, 2017), technology in the classroom increases productivity and

motivation, help direct teaching, unique and increase insight. Teaching English is also influenced by technology. A study by (Ahmadi, 2018) discussed the use of technology that improved language skills among learners, meaningful learning environment, promoted more student- centred, helped them feel more confident, increased motivation and provided interaction between classroom members.

Student's perception on related works varies in many counties. A study presented by (Coverdale-Jones, 2000) revealed that technological environment occurred the students' perception. The issue cites two advantages for the use of videoconferencing such as immediate communication and interaction with their own age group in Germany classes. Related study by (Zamari et al., 2012) with 100 university students discovered the use of online language learning materials to improve the students' motivation. However, by using web-based language learning materials, the results posed positive and negative feedbacks. (Omar et al., 2012) identified learner's attitude towards virtual learning or e-mentoring involving 205 adult learners in Malaysia. The research found a positive and significant correlation among variables.

Multimedia and English Language Learning

Currently, technology in learning means learning using a variety of media (multimedia). One of the learning media that is quite familiar or well-known among users in education and teaching environments is multimedia presentations.

Multimedia presentation according to (K. Thyagharajan et.al, 2015) is a presentation media that combines two or more media elements consisting of text, graphics, images, photos, audio, video, and animation in an integrated manner. This application or software provides various advantages and conveniences in helping teachers and students during learning using multimedia presentations. (Babiker, 2015) states that multimedia education is the use of computers to create and combine text, graphics, audio, moving images (video and animation) by combining links with tools that allow users to navigate, interact, create, and communicate.

In addition,(Babiker, 2015) stated that multimedia-based presentations are used to explain theoretical materials in classical learning. The same opinion was conveyed by (Guan, 2017). The advantage of the media is that this combines all media elements such as text, video, animation, images, graphics and sound into a single presentation and accommodates according to student learning modalities. The program has been proven to accommodate students with visual, auditory and kinaesthetic learning style who are expected to be able to foster students' enthusiasm in the learning process.

Why does multimedia play a very important role in learning? Research by Francis M. Dwyer (Stošić, 2015) states that after more than three days at his age, humans can remember messages conveyed 10% in written, 10% audio, 30% visual messages, 50% audio visuals, and 80% in learning by doing. One type of multimedia learning that is widely used in classroom situations is Microsoft Power Point. This is in accordance with the study conducted by (Inoue-Smith, 2016), (Wanner, 2015). However, the use and appearance of this software is also influenced by the teaching style of the teacher. As in (Brock & Joglekar, 2011), the use of power points is a strategy for various student learning styles in the classroom.

The media has been well-known among professionals for decades and of course academics for their lectures in the classroom situation. However, technological developments carry newness in all fields, including software. Adjusted to the current generation, this multimedia presentation was then developed in order to meet the needs of the users. One such multimedia-based presentation software is Genially. An online software developed in 2015 by a Spanish biologist named Juan Rubio Lopez. According to (Emprende, 2018), Genially presents a variety of interesting features with images, audio, video, even integrated with references according to the topics presented, in the form of slides or power points to display material, topics, stories and so on.

The question remains, whether the use of online presentation media, Genially, foster self-confidence among students at vocational college to speak in English? This is important to study, because vocational students are prepared to become graduates and ready to face new world of working where skills are primarily needed. One of the skills that must be possessed is the skill to communicate especially using English.

Although English has long been a compulsory subject in vocational higher education in Indonesia in every semester, students' language skills still need to be improved. As we know, there are 4 skills in language, namely listening, speaking, reading and writing skills. In particular, speaking skills are still considered the scariest among students. This was stated by (Park, Hyesook & R. Lee, 2014) Internal factors in the form of worry and embarrassment to start speaking or lack of confidence of grammar mistakes and limited vocabulary have been the main factors for this skill difficult to have for decades. This is stated by (Wulandari & Id, 2015).

There have been also many studies conducted in several Middle Eastern countries that are interested in the similar study which is measuring the level of self-confidence of students in the higher education. One of those was done by (Kalanzadeh et al., 2013). Fear is the main reason they are reluctant to practice their English-speaking skills or by talking directly to other people. Thus, this requires fun learning strategy to grasp the students' attention.

Research related with respect to learning strategies carried out in Indonesian schools is also varied, especially among secondary school students. Among the studies concerning of learning strategies to increase the student self-confidence was carried out by (Listyani & Kristie, 2018). It was stated that several strategies could be given to encourage students to use words or even convey several sentences in English. They could be in the form of storytelling, small group discussions, presentations, role-plays and songs. In addition, according to (Nurhayati et al., 2017) collaborative learning model can increase learning outcomes and achievement, especially in conveying ideas orally in front of the class. It can be concluded that the ability of the students to express ideas to other people using foreign languages is strongly influenced by their level of self-confidence (Hasan et al., 2020).

Multimedia-based presentation can also be provided as one strategy in multilingual class focusing in one productive skill (Syafii et al., 2019). 14 students were randomly chosen to perform one topic in front of the class during two main steps of action research. The cycles were successfully conducted with active involvement among the students in delivering idea using power point

presentation. In addition, power point presentation can appeal to a number of different learning styles in learning and teaching activities as stated by (Jones, 2003).

Some other findings regarding the issue in higher education has been widely published in various journals. One of those was conducted in Banten, West Java (Fauzi, n.d, 2016.). The study involved 30 students majoring accounting study program through CAR on students' oral skill and their motivation. The results showed that multimedia-based presentation helped the students perform better during speaking activities. Multimedia presentation has been claimed to evoke academic interests. A literary study conducted by (Zaim & Hum, 2016) discussed the power of multimedia to enhance language skills among learners.

Unfortunately, less references and academic studies raised the use of Genially, an online media presentation in classroom learning. Thus, this research will be very beneficial for other related studies to define some variables of using the media from different perspectives. Therefore, the aim of this research was to determine the use of multimedia presentation, Genially, and to investigate whether there was an influence on the students' self-confidence. Furthermore, the focus this time was speaking using English (English speaking).

Method

Research Design

This study applied a quantitative approach with multimedia presentations as the independent variable and self-confidence as dependent variable with a total of 62 students (42 male and 20 female) as subject. They were listed as the 3rd semester students majoring in computer engineering at one private vocational college in Tegal, Indonesia who were chosen using convenience sampling technique. The population was favoured because they had taken English subject the previous semester with low level of self-confidence to convey ideas by speaking in English.

As this was exploratory in nature to determine initial hypothesis of the variables, accordingly, this study focused only on the analysis of the level of self-confidence through the use of virtual presentation without measuring with regard the level of students' ability to speak in English.

In addition, as a preliminary study of the use of Genially power point presentation, the researcher also investigated its influences with the level of self-confidence between male and female students. Furthermore, in order to get further results, the researcher determined initial hypothesis. In order to find out whether there was a correlation between the variables, the researcher proposed causal hypothesis as follow:

H0: There is no influence on the level of self-confidence between male and female students after speaking English using Genially.

H1: There is an influence on the level of self-confidence between male and female students after speaking English using Genially.

Instrument and Procedure

Students were first given some topics through multimedia presentations. One of media that widely used in this pandemic was an Interactive Online Power Point called Genially. This time, students were directed to have English speaking

session in delivering topics in the form of presentations. The topics presented were free but not limited to some current issues of technology enhancement during pandemic era. Since the classroom activities were strongly advised not to be conducted face-to-face, the students presented the selected topic virtually. One reason because most lecturing was currently held online.

Students were then given a guidance or steps to perform a virtual presentation starting from opening and welcoming, delivering content of the topic as well as closing. The steps were done in accordance with the techniques of professional presentation provided by (Grussendorf, 2004). This was aimed to make the students accustomed to deliver coherent presentations which is considered as an essential part to have similar sessions at different courses or when they are in the professional environment. The assessment indicators used were content of the presentation, intonation, expressions and fluency.

Data Collection Method

A questionnaire adapted from (Abdulhussain et al., 2017) consist of 12 simple questions to determine level of confidence in speaking English using Genially multimedia presentation was distributed after they completed the sessions. Data were obtained in 6 meetings from November to December 2020.

Statistical tests were carried out using one-factor analysis of variance (analysis of variance one-way ANOVA). In addition, to determine how significant the influence of the independent variable on the level of self-confidence between the two gender groups, regression test was administered with significance level of 95% or with an alpha of 5%. This means that H0 is rejected if F count > F table or by comparing sig value < 5% (0.05) and H1 is accepted.

Findings and Discussion

To determine the influence of independent variable (power point Genially) towards dependent variable (self-confidence) in English language presentations, the following table shows the result of the output data using One Way Anova statistical calculation.

Table 1. Results of One-Way ANOVA Analysis Test on the Self Confidence of Male Students

Source of Variation	SS	df	MS	F	P-value	F crit
Between Groups	42.35294	11	3.850267	3.72474	7.86E-05	1.838792
Within Groups	198.4706	192	1.033701			
Total	240.8235	203				

Based on the statistical calculation on 42 male students, the output data obtained as in table 1. The value of F_{count}=3.72 reaches higher than the value of F_{table} (F_{crit})=1.83, or 3.72 > 1.83. This indicated that there was an influence on the self-confidence of the students in speaking English after doing presentation using Power Point Genially.

Table 2. Results of One-Way ANOVA Analysis Test on the Self Confidence of Female Students

Source of Variation	*SS*	*df*	*MS*	*F*	*P-value*	*F crit*
Between Groups	39.07639	11	3.552399	3.239493	0.000613	1.861867708
Within Groups	144.75	132	1.096591			
Total	183.8264	143				

Similar results experienced by 20 female students. In table 2, the output data obtained with the value of F_{count}=3.23 reaches higher than the value of $F_{table,}$=1.86, or 3.23 > 1.86. This showed that there was also an influence on the level of self-confidence of students in speaking English after doing the presentation using Power Point Genially.

To determine the significance level of the influence between the two variables, namely self-confidence and English presentation using Power Point Genially, a regression test was performed. With a significance level of 5% or 0.05, data output is as follows:

Table 3. Regression Test Results of Male Students

	df	*SS*	*MS*	*F*	*Significance F*
Regression of Self Confidence	1	6.77861622 9	6.77861 6	1.56889444 7	0.22639736 2
Residual	1 8	77.7713837 7	4.32063 2		
Total	1 9	84.55			

Sig value 5% (0.05)

Based on table 3, it can be described that the Sig of F_{value} is 0.22. This shows that the value reaches higher than 0.05 or 0.22 > 0.05. Thus, the use of Power Point Genially among male students did not show a significant influence on their self- confidence.

Table 4. Regression Test Results Female Students

	df	*SS*	*MS*	*F*	*Significance F*
Regression of Self Confidence	1	1.83887251 8	1.83887 3	0.06224076 4	0.80426548 1
Residual	1 4 0 4	1181.78017 5	29.5445		
Total	1	1183.61904 8			

Sig value 5% (0.05)

Table 4 performs similar results among female students. Where the Sig of F_{value} is 0.8 or higher than Sig_{value} of 0.05. or 0.8 > 0.05. This also means that the

use of Power Point Genially did not have a significant influence on their confidence.

In other words, the results revealed that the use of online media presentation, genially, does not work much on their level of self-confidence. The results might be different for more chances or opportunities to the students presenting the topics and more active involvement during the teaching-learning process as conducted by (Syafii et al., 2019).

Conclusion

According to the findings on the above tables, the results indicated that the use of online media presentations, Genially, within 6 meetings does not work much on the level of self-confidence among the two gender groups of the students. However, the media can be considered as a strategy in speaking class to help students perform better oral presentation with its interesting features. From the questionnaire, feelings of worry and fear of making mistakes in using vocabulary and grammar were the main reasons for students not to actively use oral English during the presentation as well as during learning process. Another reason revealed that the anxiety of being laughed at by their fellow during virtual presentations was the most dominant, particularly when they communicate using English. This study therefore, recommends the future researchers to conduct similar study and explore the use of multimedia-based presentations, Genially, to be continued in various classroom meeting with more interesting topics.

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