

THE LEARNING MANAGEMENT WITH THE MULTIMEDIA FOR ENGLISH SPEAKING SKILL OF GRADE 6 CHINESE STUDENTS IN YUNNAN PROVINCE CHINA

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ABSTRACT

This study aimed to determine the effectiveness of multimedia instruction on the English-speaking skills and learning satisfaction of grade 6 students. A target group of 30 grade 6 students was selected to participate in the study. The tools used to collect quantitative data were lesson plans, speaking skill tests (pre-test and post-test), and a student satisfaction questionnaire. The data were analyzed using a paired sample t-test, examining the mean, standard deviation (SD), and significance value. The analysis of pre-test and post-test scores revealed a significant difference between the post-test mean ($\bar{X} = 15.93$) and the pre-test mean ($\bar{X} = 9.17$), with a mean difference of 6.76. The significance value for this group was $P < 0.05$, indicating a significant increase in post-test scores compared to the pre-test scores. Additionally, data from the student satisfaction questionnaire confirmed that students experienced positive learning satisfaction. Therefore, multimedia instruction was both effective and beneficial for improving students' English-speaking skills.

Keywords: Multimedia, Speaking Skill, Learning Management, Learning Satisfaction, Grade 6

INTRODUCTION

In the 21st century, which has entered the information, network, and digital age, the use of modern education technology in school education is in ascendancy. Computer-controlled multimedia classroom teaching has become the main school teaching method, the most popular, and the most effective auxiliary means. It improves the efficiency of classroom teaching and achieves the effect of getting twice the result with half the effort. With the popularization and promotion of information technology, computer-controlled multimedia has moved from the multimedia classroom into the ordinary classroom and has become a common teaching auxiliary means used in the conventional classroom (Zhuang, 2008)

As a teacher, the multimedia-assisted teaching method pays attention to the cultivation of students' independent learning abilities, emphasizes personalized teaching in class, and advocates communication and interaction between teachers and students. This kind of multimedia-assisted teaching method has profound significance for improving

students' self-study ability, thinking ability, and practical ability (Sun, 2014).

From the above points, applying multimedia technology to practical teaching makes organizing and managing teaching information easy. The use of multimedia technology can bring more video and audio content to students and stimulate them to expand their thinking. The researcher would like to develop the learning achievement of grade 6 Chinese students in Yunnan Province, China.

RESEARCH OBJECTIVES

1. To compare the English-speaking skills of Grade 6 Chinese students in Yunnan Province before and after using multimedia.
2. To investigate students' satisfaction of Grade 6 Chinese students using multimedia.

HYPOTHESES

The English-speaking skills of Grade 6 Chinese students was improved after using multimedia.

Students in Grade 6 Chinese was satisfied with the use of multimedia.

LITERATURE REVIEW

The English curriculum in China. The Chinese English curriculum began in coastal cities, and this English teaching was mostly carried out sporadically by Christian missionaries in British and American countries. The model group was very narrow and small in scale, and it did not form a formal and systematic education.

English teaching should take into account the dual characteristics of instrumental and humanistic nature and pursue the comprehensiveness of English teaching objectives, which has become a new development direction for English teaching. (Lu & Wang, 2011) The Multimedia in Teaching. According to the statistics, the competition for comprehensive national

strength is the competition of talents, and colleges and universities are the cradle of training high-level talents. According to statistics, the proportion of scientists and engineers engaged in scientific research and development is: 79.6 people in Japan, 74.3% in the United States, 56.9% in France, 47.1% in Canada, and 6.8% in China (Ye, 2006).

CONCEPTUAL FRAMEWORK

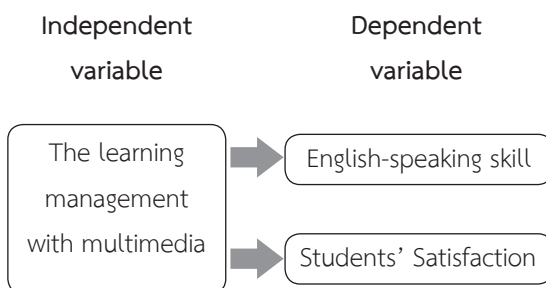


Figure 1 Independent and Dependent Variable for the study

Table 1 Multimedia Teaching has some advantages, as follows:

Teaching method	Multimedia teaching methods	Traditional teaching methods
Advantages	Present a large number of pictures and sound data so that a large amount of information is more intuitive. It saves time in blackboard writing and improves teaching efficiency	Dialogue, discussion, or blackboard writing can also complete the teaching tasks. According to the different students' abilities, the teachers should teach students in accordance with their aptitude
Disadvantages	Sometimes it dominates and students lose training time. It is difficult to grasp the key and difficult points of knowledge, and students find it difficult to form a deep impression.	Teacher writes a large number of blackboard writing, resulting in teachers' physical fatigue. Consumption costs are larger, and the teaching means are relatively single.

METHODOLOGY

In this study, the quantitative research method was used to measure the English achievement test in speaking skill and the students' satisfaction questionnaires of the 6th grade Chinese students through the use of multimedia teaching. The research method of this study mainly used data

collection and achievement tests (including pre-test and post-test). The researcher designed the test for learning achievement evaluation. It contained a speaking assessment observation. Students' satisfaction refers to the Grade 6 Chinese students' satisfaction after using multimedia. This was measured using a questionnaire.

Participants

The researcher selected one class as a sample group by cluster random sampling. Each class has a similar number of students, and the ratio of the number of boys to the number of girls is 1: 1. There are 15 boys and 15 girls. The students' grades in a Chinese course from the previous semester will be analyzed to prevent any possible research bias in the study.

Research instruments

Research instruments were ways of gathering data. Without them, data would be impossible to put into practice (Dong, 2014). In this study, there were four research instruments: lesson plans, achievement tests, observational assessments, and students' satisfaction questionnaires.

1. Lesson Plans

For this study, the researcher designed four lesson plans, each lasting 120 minutes. The researchers will teach eight classes per week. The course theme was chosen based on the educational level of the sample group and the content of the course.

2. English Speaking Skill Test

The speaking test questions were taken from the textbooks, and the test papers were developed based on a large amount of literature and materials related to the level of spoken English,

such as the content and learning tasks of spoken English in Grade 6 in the English Curriculum Standards for Compulsory Education. The researcher designed the speaking test using 20 questions to collect data.

3. The Students' Satisfaction Questionnaire

The researcher designed the students' satisfaction questionnaire for grade 6 Chinese students in Yunnan Province, China. There are three parts. The first part is the learning activities. The second part is learning management, and the third part is learning equipment. These questions will help the researchers analyze the respondents' attitudes toward multimedia teaching. The questionnaire was administered using a four-point Likert scale ranging from 1 to 5. So, 5 is very satisfied, 4 is more satisfied, 3 is satisfied, 2 is more unsatisfactory, and 1 is very dissatisfied.

4. Validity and reliability of research instruments

In this study, the researcher designed all research instruments to identify IOC data from three experts. All research instruments had a reliability coefficient of 0.67 or higher. To validate the reliability of the questionnaire, a Cronbach's Alpha test was administered to 30 students

who were not part of the sample group. The test computed their responses, yielding a satisfactory score of 0.74, which indicates statistical acceptability

5. Analysis of English speaking skills

The results show the participants' pre-test and post-test scores. As shown in the figure, the blue bars represent the pre-test scores, and the orange bars represent the post-test scores. Thus, it is clear that all participants improved in the post-test, affirming that the use of multimedia contributed to improving students' English proficiency scores.

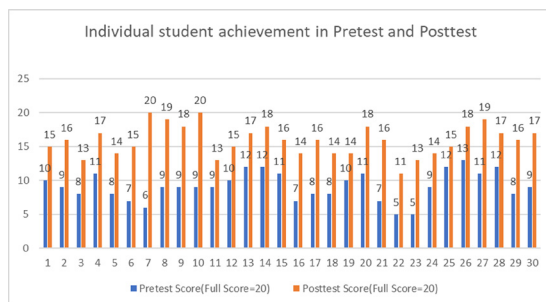


Figure 2 Pretest and Posttest Bar Graph

Figure shows the mean scores for the pre-test and post-test, which are 9.17 and 15.93, respectively. The mean score on the post-test was higher than the mean score on the pre-test. The post-test score

represented by the red bar increased by 6.76 points over the pre-test score represented by the blue bar. Therefore, it can be concluded that everyone progressed and scored higher on the post-test.

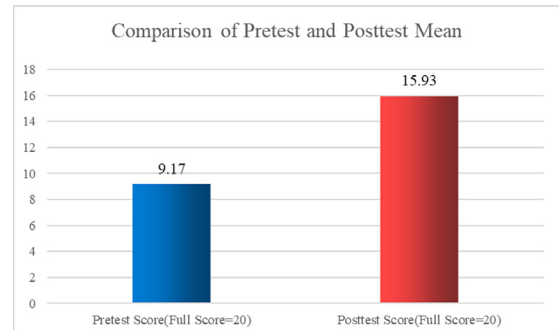


Figure 3 Histograms comparing the pre-test and post-test mean score

6. Analysis for the students' opinions

Among the three parts, the first part has the highest average score, with an average of 4.33 and a standard deviation of 0.76. The average score for the second and third parts is the same, both of which are 4.26. The standard deviations are 0.79 and 0.76, respectively. So, the overall average of 4.28 is highest, and researchers were confident that students had a positive satisfaction with using multimedia to teach English speaking.

RESULTS CONCLUSION AND DISCUSSION

The statistical analysis of the sample t-test for achievement distribution shows that the average score of the post-test (15.93) is higher than the average score of the pre-test (9.16), and the average difference is 6.77. The standard deviations of the sample group pre-test and post-test were (2.10) and (2.24), respectively. The above quantitative data analysis clearly revealed that the English-speaking skills of Grade 6 Chinese students in Yunnan province have improved after using multimedia.

As mentioned above, the study found two key results. The first finding showed that multimedia instruction increased the speaking English skills of primary school students in Yunnan Province, China. The second finding was that 6th grade Chinese students expressed positive satisfaction with using multimedia media to learn spoken English. The discussion that follows clearly presents these findings in detail and explains how they address the research questions presented by this study.

Students' English Speaking Skill Test

The results show that the use of multimedia teaching media can improve students' English-speaking skills. The results

of this study are very promising compared to the mean score on the post-test (15.93), which represents an increase of 6.76 points over the mean score on the pre-test (9.17). 15 out of 30 students scored above average (15.93). Moreover, one participant received the highest score of 20 out of 20, an improvement of 11 points compared to the pre-test scores. Multimedia provided many resources, such as interesting videos, English communication audio, and images of English-speaking skill samples (Li, 2019). She studies teaching English by using multiple media, such as images, audio, and video. She founded the idea that multimedia teaching enhances learning motivation and makes learning more interesting and attractive, especially when learning speaking skills. Multimedia can help students understand and absorb information faster. By watching videos of real conversations, students gain a better understanding of how language is actually used and thus acquire speaking skills more effectively. (Zheng, 2018)

Students Satisfaction

In the collection of students' satisfaction with multimedia teaching to improve English skills in spoken English, the questionnaire was divided into three parts; each part has five questions,

for a total of 15 questions. A questionnaire was administered to all 30 (N=30) study participants.

The personalized characteristics of multimedia teaching enabled students to choose learning content according to their own learning needs and level to achieve targeted speaking improvement. Students could independently choose learning materials, imitate accents, practice speaking English, etc., to better adapt to individual differences and improve learning effects. The benefits of multimedia teaching in speaking English teaching include stimulating learning interest, providing simulations of real situations, promoting student interaction and autonomous learning, and supporting personalized learning. Together, these strengths provide students with a solid speaking foundation. The results of the study also showed that more than two-thirds of the students felt that the multimedia-taught course was a pleasant experience for them.

Multimedia teaching could also create a relaxed learning environment and improve teaching efficiency. According to Li (2008), using multimedia to teach basic teaching in speaking English classes can improve teaching efficiency and students' listening abilities.

According to Gaofeng (2016), the two main factors affecting multimedia teaching effectiveness are software and hardware factors. In a word, the flexibility, convenience, learning motivation, cross-cultural communication, real-time feedback and evaluation, and enhancement of memory and understanding of multimedia teaching in speaking English teaching provide students with a high-quality, efficient, and personalized speaking learning experience and help them improve their speaking faster and communicate more confidently in English.

Based on the findings and conclusions made from the study, the following recommendations are proposed: Implementation suggestions

1. This study was limited to one public school in Yunnan Province, China. Applying the research results to students at other schools is uncertain, and different individuals may have different experimental data.

2. In the subsequent tests, we can make comparisons in many aspects because the positive effect of multimedia teaching on speaking English learning shows that this method can also provide advice in listening, reading, writing, grammar, and other aspects.

3. For the test samples, the researchers believe that more groups can be set up, for example, 30 students in each class, four classes divided according to gender, and seeing whether gender affects performance or not.

4. For the content of multimedia materials, the versatility of multimedia teaching materials and content is also applicable to other subjects and can be effectively used as supplementary materials to supplement traditional courses and enrich students' learning experiences.

Recommendations for Future Research

Considering some limitations of this study, the researcher suggests the following for further research:

1. This study is limited to 30 sixth-grade Chinese students in Yunnan Province, China. Therefore, comparable studies with larger samples can be conducted in different regions of China, which will have replication value and help verify and

ensure the credibility of the conclusions of this study.

2. More comparable research can be conducted by integrating different schools located in different geographical locations in China. In order to conduct comparative research, this study can be repeated to test the effectiveness of using multimedia teaching in learning English as a spoken language in different regions and schools.

All details of this study have been presented. Before concluding this section, it is evident that the application of multimedia teaching has had a significant positive impact on students' English-speaking skills and satisfaction with learning English. For English teachers and students around the world, the application of multimedia teaching may be another innovative teaching method. We hope that English teachers and learners around the world will try more ways to learn English speaking skills, and we welcome them to try using multimedia teaching to learn English speaking skills.

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