

Development of Digital Multimodal Based Public Speaking Learning Media at the Faculty of English Literature University Muslim Al Wahsliyah Medan

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ABSTRACT

Digital media, often also called new media (new digital media), are electronic media stored in digital format (not analog format), which can be used to store, send, and receive information digitally. Digital media is an Internet-based media that use sophisticated computers and mobile phones. Digital media as Internet-based media have the following characteristics: (1) computer-based technology; (2) hybrid characteristics, non-dedicated, flexible; (3) interactive potential; (4) public and private functions; (5) regulations that are not strict; (6) relatedness; (7) ubiquitous/independent of location; and (8) can be accessed by individuals as communicators. (4) Public and private functions; (5) regulations that are not strict; (6) relatedness; (7) ubiquitous/independent of location; and (8) can be accessed by individuals as communicators. (4) Public and private functions; (5) regulations that are not strict; (6) linkage; (7) ubiquitous/independent of location; and (8) can be accessed by individuals as communicators. This research will be carried out at the Muslim Nusantara Al Washliyah University in Medan, which is located on Jalan Jl. Garu II A No. 93, Harjosari I, Kec. Medan Amplas, Medan City, North Sumatra. This multimodal digital-based public-speaking learning medium is highly effective in improving learning outcomes.

Keywords: Multimodal, Literacy, Public Speaking.

I. INTRODUCTION

In today's era, digital technology and communication developments have led to multimodal communication. Human interaction occurs through speaking and writing, and can also be through emoticons, symbols, emojis, emoticons, and pictures. Various forms of communication that use multimodal methods have also developed rapidly, starting from written, spoken text, videos, images, and audio clips, and the use of multimodality in learning has been investigated by some researchers. Oskoz (2016) investigated Spanish learners' perceptions of using digital stories as multimodal texts in writing classes. Oakley et al. (2018) found that children's reading, speaking, and writing language skills increased through multimodal digital technology in the form of tablets and open-ended creative applications. In his multimodal research, Huang (2017) found that the use of multimodality in the form of moving image text and sound enabled students to critically check moving image text by focusing on various modes to obtain structural and ideological interpretations. Elmiana (2019) stated that visual images play an essential role in supporting the effectiveness of teaching materials during teaching and learning processes. In addition, multimodal communication allows students and teachers to use a variety of semiotic modalities, languages, and technologies (Palmeri 2018: 27). Considering the benefits of multimodality, an English lecturer at a private university in Lampung, Indonesia has used multimodality in teaching English, mainly speaking. In this study, we aimed to investigate how English lecturers use the visual mode in teaching speaking. Some studies have been conducted on multimodality, primarily visual design, but most have dealt with reading and writing skills. Studies that explain how multimodality is incorporated into speaking activities are still limited. Therefore, this study intends to fill this research gap. This study is expected to contribute to

the teaching and learning of English-speaking skills. Thus, this study explored how the lecturer conveys meaning through visual design in a speaking class and the benefits of visual design in oral communication.

Digital media plays an undeniably influential role in contemporary communication, facilitating new kinds of multimodal forms of representation. However, ELT pedagogy does not always systematically consider these multimodal aspects of communication. One pedagogical approach developed for this purpose is 'multimodal composing' or 'digital multimodal composing'. This approach caters to the needs of English language learners in the digital age by engaging with multimodal forms of communication in digital media, which are embedded alongside the reading and writing tasks that make up the core of traditional approaches to ELT. In this article, I provide an overview of the scholarly work on the development of this approach. Drawing on a case study of English language learners in Hong Kong, I demonstrate what the approach looks like in practice and suggest how it might be implemented in other contexts, balancing multimodal forms of communication with the traditional demands of the curriculum.

As an important tool in the learning process, learning media has a very broad scope. According to Wulandari (2020), the use of an appropriate model will improve learning. Media can include humans, materials, or studies that build conditions so that students can acquire knowledge, attitudes, and skills (Gerlach & Ely in Azhar, 2011). Prasasti (2019) states that media is a word derived from Latin *medius*, which literally means middle, intermediary, or introduction. Furthermore, Sadiman et al. (2006:7) state that the media is an intermediary or messenger of messages from senders to message recipients; these media can stimulate thoughts, feelings, and interests, as well as the attention of learners, so that the learning process occurs. In essence, the media is a means to expand the human ability to hear and see within the boundaries of distance, space, and time. Gagne and Briggs (in Azhar Arsyad, 2006: 4) implicitly state that learning media includes tools that are physically used to convey the content of teaching material so that the media can be in the form of books, tapes, video cameras, films, slides (frame pictures), photos, pictures, graphics, television, and computers. If the media carries instructional learning messages, it is called a learning media.

The Educational Technology and Communication Association limits the media to any form and channel through which people transmit messages or information.

From the above definitions, it can be concluded that the notion of learning media can be used to transmit learning messages from message senders to message recipients and can generate understanding and interest in learning, so that the learning process can run effectively and efficiently to achieve goals. education.

Based on the description above, it can be said that learning media allows interaction between lecturers and students. For example, when students watch instructional television programs, educational films, radio, etc., the media play a role in helping these students. In addition, to create a conducive learning process, learning media are needed to create better patterns of interaction between students and lecturers. The development of learning patterns and the role of media as a learning resource can be seen in the picture below.

Learning media is an important component of the learning system. Without media, communication will not occur, and learning as a form of communication will not occur optimally. Learning media are teaching aids that influence the climate, conditions, and learning environment created by lecturers. The use of media in learning helps improve the effectiveness of the learning process and the delivery of messages and lessons.

The development of science, knowledge, technology, and communication affects the development of learning, including that of learning technology. The development of learning technology is in demand for the rapid development of education and learning. Rapid development is marked by digital learning, among other things. According to Munir (2017, p.4), digital learning is a system that can facilitate learners to learn more broadly and differently. Through the facilities provided by the system, learners can learn anytime and anywhere without being limited by distance, space, and time. The learning material being studied is also more varied, not only in the verbal form but also in other forms that are more varied, such as text, visuals, audio, and motion.

Digital learning requires learners and teachers to communicate interactively by utilizing information and communication technology, such as computer media on the Internet, mobile phones with various applications, video, telephone, or facsimile. The use of this medium depends on the structure of the learning material and the types of communication required. Conversation transcripts, sample information, and digitally linked written documents or website lessons showing full-text examples are typical examples of the importance of digitally documented learning materials. Dominant visual communication includes pictures on the whiteboard, which are sometimes accompanied by conversation sessions and video conferencing, enabling learners to use different media. Digital learning applies web-based or digital learning systems. Digital learning begins with effective planning. Furthermore, the learning material delivered (delivery content) to learners must refer to this plan.

Digital learning teachers must have sufficient competence. These competencies include competence in planning and organizing learning, presentation skills (verbal and nonverbal), teamwork, questioning skills and strategies, expertise in mastery of learning materials, involvement of learners in learning and coordinating learning activities, knowledge of learning theory, and knowledge of learning. Digital, knowledge about lesson planning, and mastery of learning media.

Digital learning applies a learning system that does not occur in one place, so there is no face-to-face interaction between teachers and learners. The interaction between teachers and learners can be done in real-time (real time) or a realtime (not real). Interaction in the form of real-time (synchronous) can be done, among others, direct interaction or online meetings (online meetings), real audio or real video, and chatrooms, while interaction that is time (asynchronous) can be done by mailing lists, discussion groups, news groups, and bulletin boards. Real time and areal time require interaction between the teacher and learner that can replace direct face-to-face interaction, although not completely.

Public speaking activities or what is commonly known as public speaking can be scary and fun (even very fun). When speaking in public, all the attention (eyes) of the listener or audience seemed to judge the speaker as a defendant in court. This shows that the speaker becomes the center of attention and determines the success of the speaking activity. For this reason, everyone is required to be able to speak in public, especially people who often interact and interact with other people. Thus, they should have public speaking skills because, at a certain time, a person will be faced with the condition that he must speak in front of a crowd to convey messages, ideas, ideas, and questions.

Related to this public speaking, some people think that public speaking can only be done by a small number of people because people who are able to speak in public need extraordinary talent. In fact, we have been doing so since we were children. Speaking is also a daily activity for everyone. However, it is realized that in reality, speaking in public is not an easy thing to do.

Virtually everyone can speak, but not everyone has good public-speaking skills. That is, someone who is skilled in public speaking is someone who is able to speak fluently, attract attention, and hypnotize listeners. When talking, things that are often experienced by many puppets are feelings of nervousness, nervousness, trembling so that they are not concentrated and confused when dealing with people. In fact, public speaking skills must be owned by everyone

II. METHOD

Research on the development of digital multimodal-based public-speaking instructional media is based on research and development. This development research has the following procedures: (1) product development, (2) product development procedures, and (3) product testing. The development research model used in this study is the education development model of Borg and Gall (Tegeh et al., 2014: 7) which has been developed into 10 stages.

The steps of the R&D cycle, as outlined by Borg and Gall, are as follows: planning, gathering research and information, significant product revision, initial field trials, initial product development, dissemination, and implementation. To put it briefly, there are three primary phases to the R&D cycle: information research and testing, initial product development, and evaluation. Interviews, observations, and needs analyses are all part of the research and information collection. The planning stage involved focus group discussions with the teachers and students. Performance product development involves data collection and analysis to design reading comprehension materials. Data were collected using questionnaires, interviews, and observations. Questionnaires, interviews, and observations function as needs analysis tools to create profiles of students' needs, desires, and shortcomings. Preliminary field trials involved implementing the design of initial reading comprehension materials. The main product of the Development of Digital Multimodal Based Public Speaking Learning Media at the Faculty of English Literature University Muslim Al Wahsliyah Medan

In the R&D cycle from Borg and Gall (2019:24), the process of development takes more the presentation of this process. The process does not end with development steps. Furthermore, the validation and revision steps were continued. Educational research and development (R&D) is a process used to develop and validate educational products. The steps of this process are usually referred to as the R&D cycle, which consists of studying research findings pertinent to the product to be developed, developing the product based on the finding, field testing it in the setting where it will eventually be used, and revising it to correct the deficiencies found in the field testing stage. In, the product met behaviorally defined objectives.

Multimodal is a term used to refer to the way people communicate using different modes at the same time (Kress & van Leeuwen, 1996), which is defined as the use of several semiotic modes in product design, or

semiotic events simultaneously, and in a certain way these modes- these modes are combined to strengthen, complement, or exist in a particular order (Kress and van Leeuwen, 2001).

Multimodal can also be said to be a technical term that aims to show that, in the process of meaning, humans utilize a variety of semiotics (Iedema, 2003). Meanwhile, Chen (2010) defines multimodal as all types of verbal and visual semiotics that can be used to realize the type and level of dialogic involvement in a textbook. In the context of text analysis, multimodal is understood as an analysis that combines linguistic analysis tools and steps, such as systemic functional linguistics (SFL) or functional grammar, with analytical tools for understanding images, when the text being analyzed uses two modes, verbal and image.

Multimodality is not a novel phenomenon. Baldry and Thibault (2006) observed that people live in a multimodal society. People in this era will experience the world multimodally and in their partners, meaning their experiences use language, images, gestures, actions, sounds, and other resources. O'Halloran et al. (2010:4) explain that they believe that in practice, texts of all types are always multimodal, utilizing, and combining the resources of diverse semiotic systems to facilitate both generic (i.e., standard) and specific (i.e., individual, and even innovative) ways of making meaning. . Technology, both in providing relative ease in text production and ubiquity in text consumption, also highlights the multimodal nature of text. O'Halloran and LimFei (2011) argue that educators have a responsibility to understand the ways multimodal knowledge is presented, and teach students to assess and adapt multimodal texts that they otherwise would not encounter.

III. RESULTS AND DISCUSSION

From a certain time period, this research was carried out in the semester of the 2023/2024 academic year at the 1st to 3rd meetings, according to the RPS that had been prepared by English Literature lecturer Ayu Melati Ningsih SPd, M.S. Lecture activities are directly related to Public Speaking material. Overall, this shows that students' speaking skills can be improved not only through public speaking courses, for several reasons: first, because the public speaking course is a subject combining theory and practice simultaneously, which requires students to be able to understand public speaking theories and put them into practice in a very short duration at each meeting, and second, there are still several courses that are practical in nature to improve students' English-speaking skills, such as speaking and debate. Apart from that, teaching abilities can also be improved through micro-teaching courses, in which 100% train students' teaching abilities. Public-speaking courses only provide students with the opportunity to improve their ability to organize and present materials, including teaching materials. Meanwhile, delivery skills cannot be obtained only from public speaking courses because students think that non-verbal communication can be improved with the frequency of presentations in class in any course. In other words, students' speaking and teaching abilities influence their perceptions of public speaking courses. Therefore, students think that having a public speaking course can not only improve their ability to speak using correct English and with correct grammatical accuracy but can also improve their teaching skills because the public speaking course gives students the opportunity to be able to organize material and presenting it with the correct structure, including teaching material, apart from that it also provides opportunities for students to be able to communicate and interact effectively with interlocutors, including students in the class, during the learning process.

- (1) The average value (mean) of student learning outcomes before the implementation of multimodal-based digital learning media was 59.25, whereas the learning outcomes after implementing multimodal-based digital media were 90.00.
- (2) There was an increase in student learning outcomes after the application of multimodal-based digital media, with a difference of 30.75 (range 59.25-90.00).
- (3) The lowest score obtained by the students at the time of the pre-test was 45, and the highest score was 70.
- (4) The lowest score obtained by the students after the implementation of multimodal-based digital media was 75, while the highest score was 95. Based on the above description, the value ranges were calculated to determine the number of classes and class lengths (intervals). The process and results of these calculations are described below.
 - a) Range of pre-test scores = highest score - lowest score = 70 - 45 = 25
 - b) Range of posttest scores = highest value - lowest value = 95 - 85 = 10

Research Findings

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English Literature lecturer Ayu Melati Ningsih SPd, M.S. Lecture activities are directly related to Public Speaking materials.

Discussions

Overall, this shows that students' speaking skills can be improved not only through public speaking courses, for several reasons; Firstly, because the public speaking course is a subject

Combining theory and practice simultaneously, which requires students to be able to understand public speaking theories and put them into practice for a very short duration at each meeting; the second reason is that there are still several courses that are practical in nature to improve students' English speaking skills, such as speaking and debate. Apart from that, teaching abilities can also be improved through micro-teaching courses, in which 100% train students' teaching abilities. Public-speaking courses only provide students with the opportunity to improve their ability to organize and present materials, including teaching materials. Meanwhile, delivery skills cannot be obtained only from public speaking courses because students think that non-verbal communication can be improved with the frequency of presentations in class in any course.

Hypothesis Test

In other words, students' speaking and teaching abilities have an influence

on students' perceptions of public speaking courses. Therefore, students think that having a public speaking course can not only improve their ability to speak using correct English and with correct grammatical accuracy but can also improve their teaching skills because the public speaking course gives students the opportunity to be able to organize material and presenting it with the correct structure, including teaching material, apart from that it also provides opportunities for students to be able to communicate and interact effectively with interlocutors, including students in the class, during the learning process.

IV. DISCUSSION

This multimodal digital-based public-speaking learning medium is highly effective in improving learning outcomes. Learning outcomes after implementing this product averaged 90.00%, while learning outcomes before implementing learning media averaged (59.25%).

V. CONCLUSION

Students' speaking ability influences their perceptions of public speaking courses. Therefore, students think that having a public speaking course can not only improve their ability to speak using correct English and with correct grammatical accuracy, but can also improve their teaching abilities because the public speaking course gives students the opportunity to organize material and present it with the correct structure, including public speaking material; in addition, it provides opportunities for students to communicate and interact effectively with interlocutors, including students in the class, during the learning process.

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Mochamad Bayu Firmansyah (2018) Language is positioned as a social sign
Hermawan, (2013) ; production aspects in the discourse's presentation
Baldry and Thibault (2006) multimodality
Huang (2017), in his multimodal research, found that the use of multimodality
Oskoz (2016) investigated Spanish learners' perceptions about using digital stories as multimodal texts in writing class.
Sugiyono (2010: 124) explained that sampling was based on considerations, the researcher's consideration

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Journal The Effectiveness of Public Speaking Learning Media Based on Digital Multimodal in Indonesian Language Courses at Politeknik Pariwisata Medan

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ANALISIS PERSEPSI MATA KULIAH PUBLIC SPEAKING TERHADAP KEMAMPUAN SPEAKING, TEACHING DAN DELIVERY MAHASISWA PENDIDIKAN BAHASA INGGRIS

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