

THE EVALUATION OF THE MULTIMEDIA COURSEBOOK MATERIAL IN LISTENING 1 COURSE: AUDIO, VIDEO, AND INTERACTIVE ACTIVITIES

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ABSTRACT

The research aimed to evaluate the multimedia coursebook materials that had been applied in the Listening 1 course at one university in Indonesia, to know whether the coursebook used was presented well and still suitable to the student's needs. The audio, video, and interactive activity provided in multimedia coursebook materials needed to be evaluated to determine their suitability for students, lecturers, and the institution. A qualitative method was applied, and the evaluation form was used to gather the data from two linguists of English Applied Linguistics, one Listening 1 lecturer, three students who had used the coursebook, and three students who had not used them. The data were summarized, analyzed, and qualitatively described. The finding shows that the audio, video, and interactive activity in the multimedia coursebook material applied in the Listening 1 course are presented well. To begin with, the audio provided is clear, and the accent is understandable. Then, the clarity of the video's image, gestures, and facial expressions aid the students' comprehension of the video's content. The material, exercise, the application needed, and the link provided in the interactive activity are varied and appropriate to student needs and level of ability. The evaluation result can be used to improve the quality of multimedia coursebook material in the Listening 1 course. Finally, the research has the practical application of facilitating students' learning needs by offering learning media resources in the form of multimedia coursebook materials.

Keywords: coursebook, multimedia materials, listening course

INTRODUCTION

Listening is the initial step in language acquisition, where students need to listen before speaking or writing the language. Before developing the ability to talk, humans learn to listen to what others say (Aguskin & Maryani, 2018). The same restrictions apply to English as a foreign language in Indonesia. Language students need to develop the listening abilities that they are incapable of communicating in English without the ability to listen.

Then, instead of word-by-word understanding, Gowri and Iankumaran (2018) have stated that teaching listening skills should focus on auditory input acceptance of pertinent information. Students listening abilities are improved by delivering announcements,

assigning assignments, explaining the subject, and administering assessments in the target language. According to Kumar (2021), teaching listening skills in any subject language has become one of the most challenging duties for any language teacher and instructor.

In order to develop English words, phrases, and sentences, they need to practice and then improve their listening skills. As hearing is a crucial ability for English language students to learn (Ningrum, 2018), the English Department at one university in Indonesia offers three semesters of three levels of listening courses. The purpose is to improve the students' listening abilities, and the program begins with the Listening 1 course. The course serves as the department's basis for listening to English materials. The Listening 1 course

aims to teach students how to distinguish English sounds in words, phrases, and sentences. The course also helps students to comprehend spoken information presented in sentences, dialogues, and passages. They will also be able to perceive, engage with, and listen to specific details, reason, and deduce personality, image, and news.

Providing a suitable coursebook is one of the most crucial aspects of teaching and learning. A coursebook is necessary to boost education success (Sari & Sari, 2019; Mustapa & Syahid, 2021) so students can designate it as their principal resource for developing and acquiring broad perspectives. Additionally, the material in the Listening 1 course is in the form of multimedia materials. According to Yuliarni, Marzal, and Kuntarto (2019) and Khoiriyah (2020), students can effectively and efficiently convey information using technology and multimedia. Text, images, sound, and video are all elements of multimedia. These items can be used to improve the students' listening abilities. Students retain language chunks in long-term memory, classify English sounds, get familiar with stress patterns, rhythm, and intonation patterns, and improve their listening comprehension of the English language through multimedia content. Solhi et al. (2020) have composed their criterion to establish the materials' extent to which the coursebooks provide broad exposure to English use.

Moreover, as they are valid and valuable, multimedia coursebook materials help the students engage in self-learning listening (Irawan, 2021). The students can study independently at home if they have the technology to play multimedia materials such as audio and video.

The utilization of learning media has a significant impact on the efficiency of learning. In the current era, technology is expanding rapidly and is utilized in numerous fields, including education (Perdani, Nadelia, & Sumartono, 2022). It is in line with Etyarisky and Marsigit (2022), who have argued that it is necessary to use learning media that incorporates technology as a teaching aid. Education has made great use of technology, particularly for language teaching and learning in the classroom. Numerous teachers and students in Indonesia believe that technology can improve language learning (Indrawati et al., 2021). Then, Setiawan et al. (2020) have also discovered that the multimedia teaching materials created using the multiliterate-based VideoScribe and Camtasia studio programs are ideally suited for usage in elementary school students' subject matter learning activities.

Furthermore, the Listening 1 multimedia coursebook materials claim to have high-quality multimedia resources, including audio, video, and interactive content. Evaluation checklists should include physical coursebook characteristics such as the availability and suitability of the materials (Nurhamsih & Syahril, 2018; Ayu & Indrawati, 2021). As multimedia materials have been utilized for a couple of years to provide the materials that assist students in improving their listening ability, they must be

evaluated. The evaluation aims to determine whether they continue to satisfy the demands of the Listening 1 course. The research answers the question: "Are the audio, video, and interactive activities in multimedia coursebook material applied in the Listening 1 course presented well?" The evaluation result can enhance the material's quality by adding, removing, or renovating. The implication of the research is the provision of learning media resources in the form of multimedia instructional materials that can facilitate student learning. In other words, evaluation is necessary to encourage improvement and assess efficacy.

METHODS

The research applies a qualitative design that focuses on an evaluation research design involving the systematic collection and analysis of information regarding the quality of the multimedia coursebook materials (Scharrer & Ramasubramanian, 2021). The investigation aims to determine if the multimedia coursebook materials are presented well, especially its audio, video, and interactive activity. Figure 1 shows the procedure of the research.

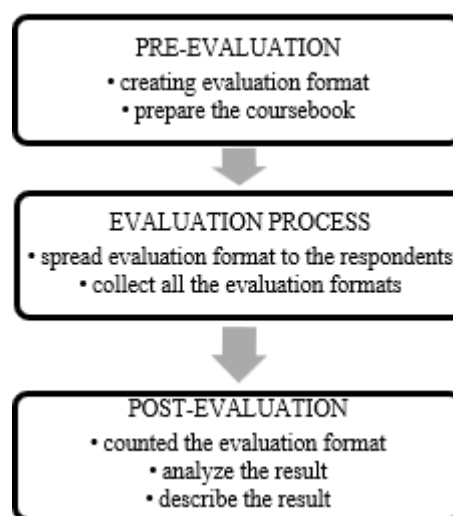


Figure 1 Research Procedure

Then, rather than relying on a single stakeholder, the research involves several. It allows the evaluation of the multimedia coursebook materials from multiple angles. There are nine respondents in the research, including two linguists focusing on English Applied Linguistics, who are also the lecturers in the research place, one Listening 1 lecturer, three students who have used the coursebook, and three students who have never used the coursebook. A linguist is a language expert specializing in linguistics, studies, and teaches foreign languages that their perspectives could be used to evaluate language materials. The respondents are chosen by using purposive sampling so that they can be contacted if any additional information is needed. And then, the research utilizes a modified evaluation

form for the data collection technique (Oz, 2019). There are thirteen statements in the closed evaluation form and two questions in the open evaluation form. The respondents chose one representative choice.

Table 1 Converting Respondent' Respond (Roni, Merga, & Morris, 2020)

Categories	Grade
Very suitable/very interesting/very effective	4
Suitable/interesting/effective	3
Less suitable/ less interesting/less effective	2
Not suitable/not interesting/not effective	1

Moreover, three research procedures are conducted: pre-evaluation, evaluation process, and post-evaluation (Figure 1). First, the evaluation forms and the multimedia coursebook materials are created and prepared in the pre-evaluation stage (Table 1). The multimedia coursebook materials include the lecturer's book, students' book, task book, and multimedia materials. It is prepared nine copies to be given to every respondent. The second stage is the evaluation process. The evaluation form and coursebook are distributed to the respondents. They could check the coursebook and fill in the evaluation format, and then it is collected again to be analyzed. The last stage is post-evaluation. This stage converts respondents' responses into numbers (Table 1).

$$\bar{x} = \frac{\sum x}{n}$$

Figure 2 Mean Formula

\bar{x} = mean score (average grade)
 $\sum x$ = the total of respondents grade
 n = number of respondents

Table 2 The Conversion of Score into the Description

Score	Description
3,51 – 4,00	Very good
2,51-3,50	Good
1,51-2,50	Poor
1,00-1,50	Very poor

In the post-evaluation stage, the data from the close-evaluation form are gathered and analyzed. The researcher groups the qualitative data in comments based on every indicator and counts the average score of every item in evaluation format using the formula in Figure 2. After that, the result of the scores is converted into the description (Table 2).

Additionally, open-evaluation form results are collected, processed, and analyzed. The data are completed so that the open-evaluation form includes respondents' perspectives on the strengths and weaknesses of the multimedia coursebook materials. The overall conclusion might then be drawn.

RESULTS AND DISCUSSIONS

The research intends to determine whether the multimedia coursebook materials used in the Listening 1 course are presented well and still suitable to the student's needs. It is in line with Medvedeva, Andreeva, & Krepkaia (2020) and Setiawan (2021), who have argued that to suit the student's needs and expectations, the lecturer may alter the materials by adopting many strategies, such as merging the elements, such as the multimedia coursebook materials have done. After examining the results of the evaluation form, three crucial aspects of the Listening 1 coursebook are identified: sound, video, and interactive activity. According to Gowri and Ilankumaran (2018), there are three factors to consider before constructing a listening activity: the aim must be determined in advance, the level of language background must be determined, and the focus of the task must be determined.

The first finding is about the audio in the multimedia coursebook materials. The coursebook's audio content is well-provided, and the audio is audible and clear. The evaluation's score of 3,67 out of 4,00 (Table 3) serves as evidence. It is a high score, which supports the notion that the audio in the multimedia coursebook materials is audible and given effectively. Audio is needed to be the primary material in listening courses. Yuliarni, Marzal, and Kuntarto (2019) and Khoiriyah (2020) have concurred that students need to be able to hear the materials clearly in the learning process so that the message in the audio is comprehended.

Moreover, the speaker's speed in the coursebook's multimedia is appropriate to the student's level in Listening 1. It is proved by the evaluation score of 3,11 (Table 3). Speaker speed is a critical part to consider when choosing listening course materials. It needs to be suitable to the student's level of ability so that the students can catch the message in the spoken text because they have trouble mastering language skills due to inappropriate material and the extensive scope of the courses (Medvedeva, Andreeva, & Krepkaia, 2020; Rikfanto & Mulyati, 2021).

Additionally, the speaker's accent is one of the difficulties in comprehending listening information. However, it is determined that the speaker's accent is understandable on audio and video in the multimedia coursebook material. It is demonstrated by the 3,11 evaluation score (Table 3). It is in line with Nurhamsih and Syahril (2019) and Setiawan (2021) that it would be preferable to employ authentic listening materials so that the students can practice listening to the native speaker.

Table 3 Evaluation Score

R S	1	2	3	4	5	6	7	8	9	S	D
1	3	4	4	4	3	3	4	4	4	3,67	VG
2	3	3	3	3	3	3	3	4	3	3,11	G
3	3	3	3	3	3	3	3	4	3	3,11	G
4	3	4	4	3	3	3	3	4	4	3,44	G
5	3	3	3	4	3	3	4	4	4	3,44	G
6	2	3	4	3	3	3	3	4	4	3,22	G
7	2	3	4	3	4	3	3	4	4	3,33	G
8	2	3	4	3	3	3	3	4	3	3,11	G
9	3	3	3	4	3	3	3	4	3	3,22	G
10	3	3	4	4	3	3	3	4	3	3,33	G
11	2	3	3	3	3	3	3	4	3	3	G
12	3	3	3	3	3	3	3	4	3	3,11	G
13	3	3	3	2	4	2	3	4	4	3,11	G
AG	2,69	3,15	3,46	3,23	3,15	2,92	3,15	4,00	3,46	3,25	G

R : Respondents
 S : Statements in evaluation form
 S : Score
 Des : description
 VG : Very Good
 G : Good
 AG : Average Grade

The second discovery concerns the video in the multimedia coursebook materials. Everything that aids language acquisition, including videos, may be designated as materials that teachers employ in the teaching and learning process. It is in line with Ningrum (2018) and Nurhamsih and Syahrial (2019), who have agreed that language teaching material is anything that is used to help students learn and use the language better, such as videos, DVDs, email, YouTube videos, dictionary, grammar book, worksheet, or workbook.

To begin with, videos in the Listening 1 coursebook are displayed clearly. The evaluation score of 3,44 (Table 3) substantiates this assertion. Rohmah (2022) has agreed that one of the main things about learning media is that it emphasizes learning through visual and audio media. Video is a valuable multimedia learning tool that makes it easier to learn a foreign language. It has made teaching English in places like Indonesia more interesting for lecturers and students as the video gives students information about the content, the setting, and the language (Muslimah, 2018).

Then, even though it is a listening course, the learning materials should be engaging, and the supporting visuals in the video should also be fascinating. Irawan (2021), whose research focused on creating multimedia-based English listening materials, has discovered that students think multimedia materials are engaging and simple to use. It is in line with the findings of the research that the images in the video depicted are fascinating and captivating. The evaluation score of 3,44 substantiates the claim.

According to Satriani and Resmini (2021), engaging materials keep the students from getting bored while encouraging creativity and active participation in the learning process. The respondents believe that the visual of the video material in the coursebook is clearly visible and engaging to watch.

After that, the speaker's gestures are also essential to comprehend what the speaker is saying. It is found that gestures used by the speaker in the video of multimedia coursebook materials are relevant to the context, enabling the students to understand better what is being discussed. The evaluation score of 3,22 out of 4,00 (Table 3) provides evidence for this assertion. Wahyuni et al. (2019) have suggested that a coursebook must provide students with meaningful and familiar context resources to facilitate their use of language as a communication medium.

Moreover, the speaker's facial expression is also an essential factor that assists in understanding what they are saying. Etyarisky and Marsigit (2022) have discovered that understanding is one of the vital qualities for achieving educational objectives. According to the research findings, the speakers' facial expressions in the video are helpful to the students since they reinforce the significance of what they are saying. It is determined to be relevant to the context in which the video is being viewed. The evaluation score of 3,33 in Table 3 substantiates the claim. The multimedia coursebook materials in the listening course allow students to use their ears and eyes to catch information, such as the speaker's gestures. It is also acknowledged by Karsudianto (2019) that

using multimedia materials in the classroom could be beneficial in delivering the necessary and helpful classroom activities.

The third finding is about the interactive activity in the multimedia coursebook materials. The interactive activity allows students to study independently without the guidance of the lecturers. Multimedia material and digital technology can motivate students to learn and increase classroom participation and connection, and lecturers must prioritize their use in the classroom (Etyarisky & Marsigit, 2022). Then, a coursebook should encourage students to use their learning styles by providing options rather than mandating a single style. The students also can practice using the language through the interactive activity. It is in line with Cunningsworth in Oz (2019) and Ayu and Indrawati (2021), who have found that a coursebook is a resource for delivering the subject and a language practice tool.

As a result, the material should be visible for them to complete on their own. According to the research findings, the material in the interactive exercise is appropriate for the student's needs and level of ability. It allows them to complete all the activities appropriately without the help of a lecturer beside them. It is demonstrated by the evaluation score of 3,11 out of 4,00 (Table 3). According to Mustapa and Syahid (2021), one of the coursebook roles can be defined as a personal reference that can be used in independent study, a valuable reference that can be used during presentations, a reference that can be used in learning exercises, and communicative interactions, a reference source for students, a syllabus, and a reference for teachers who lack teaching experience.

Then, when it comes to giving students interactive activities, one of the things that must be prepared is for the activities to be simple enough for the students to do. According to the research outcomes, it is discovered that the interactive exercise supplied is simple enough for the students to participate. The evaluation score of 3,22 (Table 3) substantiates this claim. Rikfanto and Mulyati (2021) have stated that it is necessary for learning a foreign language to understand the coursebook's complicated parts and tasks. Relevant language material, abilities, and patterns of language use should be reflected in coursebooks so that students can learn how to effectively use the language for their goals (Cunningsworth in Oz, 2019).

After that, in providing interactive activities, it is also essential that the application supporting the activity be well-designed and simple to use. According to the research findings, the applications required to access the interactive activity are simple. It is provided by the coursebook and given to every student. The students then install it on their personal computers. The evaluation score of 3,33 out of 4,00 (Table 3) demonstrates this. As the multimedia coursebook materials are a book with materials and activities for language students, it is meant to help the students learn the English language. It is designed for a particular language level and focused on learning and improving

language skills (Rikfanto & Mulyati, 2021). It is in line with Karsudianto (2019), who has discovered that listening materials must be easily accessible for the teaching and learning process to run more smoothly.

Furthermore, specific links as the extra materials can be accessed independently by the students outside of class. It has been included as part of the multimedia coursebook. According to the research findings, the links on the interactive activity function correctly. The evaluation score of 3 substantiates this. Solhi et al. (2020) have claimed that the additional content should provide adequate instructions or materials to promote the usage of the target language outside of the classroom.

In addition to interactive activities, other exercises could assist the students in practicing their listening abilities. The exercise is needed to be tailored to their knowledge, as they are part of the interactive activity, which the students complete independently without the assistance of the lecturers. According to the research result, it is found that the exercises in the interactive activity are differentiated based on the student's skill level. The evaluation score of 3,11 out of 4,00 (Table 3) demonstrates this.

Besides, the offered activities are needed to be varied to cover all the necessary listening abilities. The multimedia coursebook interactive activity features a variety of activities. It is demonstrated by the 3,25 evaluation score (Table 3). Multimedia coursebook material aids both lecturer and students in teaching and learning in the classroom by providing a variety of learning resources and serving as a plan in teaching that offers adequate inputs as guidance (Basra & Purnawarman, 2018; Sari & Sari, 2019). The development of technology, coupled with the development of multimedia materials, has contributed to the diversification of the learning media in the classroom (Yuliarni, Marzal, & Kuntarto, 2019). It helps the lecturers and students in the teaching and learning process.

Additionally, qualitative data regarding the strengths and weaknesses of multimedia content are explained according to the respondent. The first strength of the multimedia coursebook material based on the data found is that it is good material. Based on Respondent 1, "In general, the materials and activities are quite varied," means that the materials and activities provided in the coursebook are excellent and varied. They are not too easy nor too hard to be completed by the students. The audio in this coursebook can be heard well, the video is clear, and the interactive activity works well. According to Respondent 3, "In my opinion, the material meets the standards of good media and will be able to help students improve their listening skills," which assists the students in enhancing their listening skills. The audio content is generally appropriate for Listening 1 students. The speed of the speakers in the audio is neither too fast nor too slow for the conversation and talk to be captured adequately (Sabri, Soeharto, & Afrizan, 2020). The students better understood the material after watching

and observing what occurred in the video. Finally, interactive homework assignments such as multiple-choice questions and essays allow students to continue practicing outside class. The link provided contains another video that students could view. They are exposed to spoken English texts outside of class, as Listening 1 only meets for three credits per week.

After that, multimedia materials, including video animation and instructional media, are excellent and could be used to help with teaching and learning. According to research conducted by Etyarisky and Marsigit (2022), the utilization of interactive multimedia learning have a beneficial impact on students' conceptual understanding, such that it improves their conceptual understanding. Creating learning media is necessary when the available media does not meet the requirements for achieving learning objectives (Nurhamsih & Syahrial, 2019; Rohmah, 2022). It is in line with Pahmi and Syahfutra (2019) and Setiawan (2021), who have discovered that the physical part of the coursebook, including images, activities, and audio resources, impacts the course's objectives.

The second strength of the multimedia coursebook content is its explicit instruction. According to Respondent 2, the instruction in the materials is clear and straightforward. The language used in the materials is specific, and all students should be able to comprehend them. Cunningsworth in Oz (2019) has stated that coursebooks should align with the language program's goals and meet the student's needs. Sari and Sari (2019) and Tyas et al. (2020) have agreed that coursebooks are among the most common classroom materials.

Moreover, Ayu and Indrawati (2021) have also discovered that using a coursebook not only serves as a guide for teachers while delivering the information but also provides input through numerous explanations and exercises. It also affects the attitudes and performance of the students toward the resources. Basra and Purnawarman (2018) have also found that coursebooks help control the teaching process and that with a high-quality coursebook, teachers and students may fulfill their learning objectives. They say a coursebook is a valuable source for lecturers to obtain instructional content.

The third strength is that the materials have enough exercises. Respondent 4 has stated, "The coursebook is good and has many exercises. The audio, video, and interactive activity can be accessed well." Respondents 5, 6, 7, 8, and 9 have shared the opinion that the coursebook is of high quality, with easily understood and comprehensive materials. The interactive activity exercises are excellent for enhancing students' abilities. It is in line with Aguskin and Maryani (2018), who have discovered that using quality exercises and authentic materials in the classroom positively affects students.

Furthermore, two weaknesses are found based on the open evaluation form, the topics, and the exercises. First, Respondent 1 has written that

the "topic should be more up to date." It would be wonderful if the topic discussed in the video is currently relevant, for example, a topic often discussed so students can relate more easily. However, it has been going well so far. Second, the exercises provided appear too much so that they can be compacted once more, according to Respondent 2. The narratives in some videos are not prominent, which makes it hard to draw any conclusions from them. It is in agreement with Respondents 3 and 4, who have stated that the exercises provided are far too numerous, so not all activities could be finished in the classroom.

CONCLUSIONS

In conclusion, multimedia coursebook material, mainly audio, video, and interactive activities, is appropriate for the Listening 1 course. According to the needs and skill levels of the students in the Listening 1 class, the multimedia coursebook materials have been designed. The research findings could be used to enhance the materials' quality and assess whether the multimedia coursebook is presented well or still need improvement. The research is known as evaluation research based on the opinions of the specialists mentioned above.

In addition, audio is audible, videos can be viewed properly, and additional content for interactive activities can be easily accessed. After that, the video materials are suggested to include current topics so the student can relate to them while listening. Then, the exercises in the multimedia coursebook can be condensed, or the students can receive additional practice outside of class to develop their listening skills. The research is restricted in terms of the number of participants; a more significant number of participants would have provided a more accurate description of the findings. In addition, it is limited in data gathering techniques that interviews and observations may enhance the research's conclusions.

Finally, it is recommended that future studies be carried out using a research method involving more participants and data collection strategies. Additional elements in the evaluation format that are to be assessed can also adequately explain the evaluation of the multimedia item. Aside from that, the procedures and conclusions from this research can also be utilized by the lecturer in teaching the Listening 1 course as a reference in using multimedia content inside coursebooks. In addition, the method for evaluating a textbook utilized in the research can also be used by lecturers, teachers, and other personnel working in educational institutions.

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