EFL Slow Learners' Perception in Speaking with Authentic Multimedia Assisted Language Learning

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Abstract
The proliferation of assisted technology has been widely used in language learning, but this should be able to accommodate inclusive language learning which has become an important issue in today's English language teaching and the higher education landscape in Indonesia. This study examined the perception of EFL slow learners in terms of the integration of an inclusive technology with authentic multimedia-assisted language learning (AMALL). It discovered the impact of authentic multimedia-assisted language learning on their speaking performance. This study also examined the perceived benefits of this technology for language learning. A mixed-method sequential exploratory was employed to examine students' perception of EFL slow learners in speaking performance. A sample of 30 EFL learners was selected purposively to participate in this study. The study also probed the impact of the technology by comparing the results of the pre-test and post-test of the students' speaking performance based on the analytic oral language-speaking rubric namely speaking, fluency, structure, and vocabulary. The findings of the study reveal that students perceived authentic multimedia-assisted language learning provide some advantages in terms of usefulness, easiness, and effectiveness for speaking skill. The results also provide entailment for research foci in the future.

Keywords: EFL slow learners; perceptions; speaking; authentic multimedia assisted language learning

Introduction

Assisted technology in language learning is an integral part of English language teaching and learning in the digital technology era. It encompasses an array of devices that offer assistance for students with disabilities. Unavoidably, inclusive technology in language pedagogy has

reshaped the research and practice of teaching and learning English as a foreign language unexceptionally for slow learners. Slow learners are included as one of the characteristics of students with disabilities. Likewise, slow learners refer to the students who have a slow pace of language learning that need more exposure, time, and opportunities to learn the language. According to Hassan & Mahmud (2015), slow learners are students who are incapable of learning something for the actual learning because of weak cognitive capacity and distracted information processing, poor memory and concentration resulting in a deficiency to convey ideas. The terminology of a slow learner in this study was labelled based on the result of the speaking performance test, which covers the aspects of accuracy and fluency of the EFL learners. In categorizing the slow learners, the results of the speaking performance were also corroborated with the results of the Test of English as a Foreign Language (TOEFL) prediction. In 2018, the majority of the first semester students in General English subject were categorized in elementary level (28,5%) which is equivalent to A2 on the CEFR scale. The increased number in 2019 (35,7%) implied that there is still a significant proportion of students in the category of basic skills of English at the university level. Language learning is a complex process, especially for the students who cannot study at an average pace from the instructional materials and learning process. It needs innovative strategies such as assisted technology in language learning to cope with those circumstances Assisted technology language learning can contribute affordances for students with low English proficiency as it can assist the students with guided instructions which cover comprehensive learning styles such as audio, visual, and kinesthetic (Yulian et al., 2022).

Technology-assisted language learning has grown as the latest trend in English language teaching in multifaceted ways. Examining some relevant studies is essential to posit some scientific and meaningful facts to justify the study. Numerous studies have examined the impact of computer-assisted language learning on the improvement of language skills and elements. Samadi et al. (2014) investigated the effect of CALL to enhance female students' speaking ability with a standardized proficiency test. The findings of the study specifically showed the comparison of students' speaking skill with computer-assisted language learning technology using the world wide web with embedded instructional material and conventional teaching to high school students. Another study by Botero et al. (2018)investigated the attributes of self-directed learning as the implication of CALL to language learning outside the classroom. Hence, the study merely focused on the dimensions of motivation and self-directed learning. A study by Knoop-van Campen et al. (2020) specifically focused on the effects of audio multimedia technology on students with dyslexia. The study showed that the integration of audio multimedia assistance could assist students with dyslexia in their reading activity.

Chong Chean Fuh et al. (2017) developed a prototype of the electronic learning system for slow learners. The study proved that the combination of graphics, animation, and interactive content as part of the multimedia application is beneficial to create a better learning environment for slow learners. They (2017) also argued that slow learners have difficulties taking part in the learning process with the absence of multimedia elements such as pictures, materials, graphics, and animations. The study focused on the proliferation of mainstream multimedia technology such as software programs, and the internet as presentation programs in assisting the students in learning. The study revealed that there are significant differences between the experimental and control group in using multimedia technology and traditional teaching for students' academic achievements. Aloraini (2012) investigated the impact of multimedia technology on the students' academic achievement that underpinned the female students' academic achievement in terms of computers and their uses in education. Despite the academic achievement resulting from

multimedia-assisted language learning, little attention has been on enacting the perceived ideas of using the technology for slow learners of English who face hindrances cognitively. Therefore, this present study sought to examine EFL slow learners' perception of authentic multimedia-assisted language learning for speaking in higher education. This study also underpinned the impact of the application in terms of the students' speaking performance and perceived benefits based on students' learning experiences. This study highlighted the novelty of values of learning experiences in the immersion of multimedia-assisted technology in language learning.

The multimedia technology modelled in this study is an android-based application. Android-based application is classified as mobile learning technology that emerges and proliferates in the education field (Chachil et al., 2015). Android-based assisted language learning embedded with multimedia contents can ease the learning process in terms of enhancing motivation, curiosity and learning experiences for slow learners (Chong Chean Fuh et al., 2017). The multimedia element in the application is simple, animated and insightful; it can be mutual communication between the students and the application that fits the psychological element of the students (Bai, 2018; Zhang et al., 2022). This android-based application is developed because of its low-cost production, user-friendly for EFL slow learners and accessible ownership of android for the students as the main consideration. As assisted technology, the integration of android-based applications on mobile phones in learning could enhance the students' active participation of students both in and outside the classrooms.

The learning theory underpinning this application was constructivism learning theory which allows the students to construct their concept based on the applications and practice it based on their preferred learning styles. Students are facilitated to explore information and construct new knowledge with multimedia-assisted language learning designed based on the perspective of constructivism learning theory (Woodard, 2003). Based on constructivism learning theory, the application can provide an authentic model of learning, and guide the students to pursue the learning objectives, and problem-solving agendas (Guan et al., 2018). In the context of this study, constructivism learning theory posits knowledge construction from authentic elements within the application by integrating the model of learning with students' prior knowledge and later on conceptualizing their understanding of the subject matter (Hamdani, 2013). The inclusive learning approach in the application was adopted to accommodate flexible and convenient learning styles for slow learners, whether with visual, audio, or kinesthetic styles. The developed application mainly aimed to practice speaking skills, so the underlying theory of this application focused on functional communicative activity. The interactivity of this model also covers both dialogue and monologue mode to enable the students to choose the most convenient way of practicing speaking skill. The functional communicative activity developed in this multimedia-assisted language learning is a self-introduction for speaking performance activity for slow learners that covers some technical skills and theoretical skills for the students.

There is a need for teaching communicative language skills to EFL learners. Teaching speaking skills plays a fundamental role in language learning in the ever-changing world and it requires priority to employ effective ways to teach these skills (Richards, 2008). However, EFL slow learners who have difficulties learning English at a normal pace may find it difficult to practice their speaking skill in realistic English practicing contexts and obtain feedback as a reflection (Chien et al., 2020). In the context of this study, the students were assessed based on their speaking performance based on speaking, fluency, structure and vocabulary. The relevance of this rubric is because of the characteristics of EFL slow learners that cannot have a fast-paced of learning the language and the implementation of this application was given in a short period.

The speaking performance was focused on the presentation of monologue rather than dialogue; one of which is in the form of self-introduction. The criteria were adapted to the speaking skill of EFL slow learners. The subskills of speaking performance assessed as the impact of authentic multimedia language learning were addressing information in a coherent sequence, maintaining the engagement of the listeners, using comprehensible pronunciation, and appropriate grammar and vocabulary (Richards, 2008). Many educators attempt to support language learning for EFL slow learners. They need special services and platforms for helping slow learners. The aim of teaching slow learners is to assist them to perform at their best performance not based on the grade level and discovery learning preference (De Bruyckere et al., 2015). Moreover, a supportive technology for language learners can bear benefit for slow learners of English in terms of motivation and good attitude (Yusoff et al., 2017).

Based on the elucidation above, the present study aimed to analyze the EFL slow learners' perception of the use of the multimedia application in speaking at one private university in Pontianak, Indonesia. It is important to examine the students' perception of the integration of assisted technology in language learning since their perceptions reflect their attitude towards language learning (Popovici & Mironov, 2015). Moreover, the study examined students' speaking performance as the learning outcome as the impact and potential of authentic multimedia-assisted language learning. Therefore, the specific questions addressed in this study are:

1. What are the students' perceptions of authentic multimedia-assisted language learning in speaking performance?
2. What is the impact of authentic multimedia-assisted language learning on students' speaking performance?
3. What are the benefits of authentic multimedia-assisted language learning perceived by students?

Research method

The methodological stance underpinning this study was a mixed-method sequential exploratory method. A purposive sampling technique was utilized to select the population from one class of English for Academic Purposes (EAP) at Non-English Department.

Data collection instruments

The first research instrument was a questionnaire of students' perceptions. It was used to examine the students' perception of the use of authentic multimedia-assisted language learning. A questionnaire was designed and consisted of a 5-Likert scale ranging from Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), and Strongly Disagree (1). The validity and reliability of the questionnaire were examined to avoid the bias of the data. Consecutively, the speaking performance was assessed by adapting an analytic, oral language scoring rubric by O'Malley & Pierce (1996), which covers the attributes such as speaking, fluency, structure, and vocabulary. The final research instrument was a semi-structured interview with selected participants. They were asked about some benefits of the integration of authentic multimedia-assisted language learning based on their perceived ideas.

Participants

This study employed 30 first-semester students in Public Health Study Program at Universitas Muhammadiyah Pontianak as the representative of the slow learners with homogenous

English proficiency skills. The respondents were selected because of the limitation to involve a large proportion of the random sample.

Procedures

Before the perception was gathered, the student's activity in the classroom was mediated by authentic multimedia language learning. After the implementation of this technology, the students were asked to perceive their ideas on the use of authentic multimedia language learning. Meanwhile, the data on speaking performance were collected for eight weeks with four times pre-test to ensure the consistency of the students' scores, one-week intervention with Authentic Assisted Language Learning (AMALL), and three weeks of taking post-test.

In the initial phase, the lecturer conducted a conventional way of teaching speaking through synchronous learning via the Zoom platform that took place in 100 minutes. The topic focused on functional communicative activities associated with self-introduction. It was done based on the preliminary analysis of the students' low English proficiency skills and previous related research on the speaking performance that students are classified as novice learners of English and have minimum exposure to using English.

For the pre-test, the lecturer assigned the students to have oral language performance by introducing themselves, and they were assessed by using the analytic, oral language-speaking rubric. In the fourth pre-test, the students were assigned to make a video talking about self-introduction. After four weeks of the pre-test, the treatment was given by distributing the android-based application to provide the model with exposure to self-introduction. The lecturer conducted online teaching by showing the model of self-introduction and asked the students to do a simulation based on the sample. The students were encouraged to give self-introduction by elaborating on the local value of their hometown. For the fourth pre-test, the students were also assigned to make a video to make a comparison between the video in the pre-test and post-test.

Data analysis

Descriptive statistics were used to examine the mean score and standard deviation of the questionnaire. It was also used to compare the result in the pre-test and post-test with the conventional way of teaching speaking and with the intervention of authentic multimedia-assisted language learning. The descriptive statistics were analyzed by using SPSS statistics version 26. The validity and reliability test were conducted to avoid the bias of the students' perceptions. The first phase of the assessment was administering four times pre-test to test the consistency and stability of the students' scores to find out the impact of this application on students' speaking performance. The implementation of intervention with AMALL was given to the students and followed by the post-test. Finally, a semi-structured interview was conducted to investigate the perceived benefits of this application. The analysis of semi-structured interview adopted four stages out of five stages of analytical steps namely preparing fully and transcribing the interview for analytical categories, assembling analytical categories for coding, coding the transcribed interview, and interpreting detailed cases (Schmidt, 2004)

Findings and Discussion

Research question number 1: What are the students' perceptions of authentic multimedia-assisted language learning?

A total of 30 students participated in this study. After the students received several weeks of treatments and intervention, the study attempted to examine the students' perceptions toward the implementation of AMALL. The perceptions can be valuable to obtain feedback and responses

for better evaluation and redesign of the application. The attributes of students' perceptions depicted students' attitudes to the use of this application for language learning. The items of questionnaires were tested before they were administered to the students. To examine the validity and reliability of the questionnaires, the whole items were tested by using SPPS statistics version 26. The validity test for the questionnaires showed that all items of questionnaires were valid as the R-value of the questionnaire is more significant than the R table 0,361. The alpha value for the overall items of the questionnaire showed that the items were reliable with Cronbach's Alpha 0,752.

The overall items were valid and reliable to picture students' perceptions after the use of AMALL in language learning. The following table displays the students' responses for each item of questionnaires with a Likert scale ranging from Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), and Strongly Disagree (1):

Table 1. Students' Perception of the implementation of AMALL

No	Items	Mean Score	Standard Deviation
1	I feel comfortable using authentic multimedia-assisted language learning in learning English	3.77	.449
2	Using assisted multimedia language learning is advantageous	4.13	.507
3	Using assisted multimedia language learning makes me confident	4.03	.556
4	The use of multimedia and animation is an interesting learning tool	3.80	.406
5	Authentic multimedia-assisted language learning is a valuable tool for language learning	3.83	.503
6	Multimedia provides new learning ways	4.07	.365
7	Using authentic multimedia-assisted language learning is more useful than conventional learning ways	3.93	.583
8	Multimedia assisted language learning assists me to present ideas effectively	3.93	.449
9	Multimedia-assisted language learning helps me to think and learn better	3.92	.449
10	Multimedia-assisted language learning assists me in learning speaking skill effectively	3.97	.556
	Total	39.37	2.999

As shown in Table 1, the students responded positively in terms of the sense of comfort using the application with a mean score (3.77), followed by using assisted multimedia language learning gives advantages to the students (4.13). Students also commented that using assisted multimedia language learning increased self-confidence with a mean score (of 3.80). In the same vein, the use of AMALL is also considered valuable for language learning (3.83), and this multimedia application provides new learning ways (4.07). Compared to the traditional way, students thought that the use of multimedia-assisted language learning is more useful with a mean score (of 3.93). They assumed multimedia applications could assist them in presenting ideas effectively (3.93). Besides, this application helps the students to think and learn better (3.92). The final item showed that students agreed that multimedia-assisted language learning assists them to learn speaking skill effectively (3.97). The findings are coherent with the previous study by Gilakjani (2012) that multimedia-assisted language learning can guide the students with

instructional materials, and stimulate and activate a well-directed language learning process with multimedia multi-sensory features and interactive senses (Sharmin & Islam, 2020). The students' perceptions were also in line with Miangah (2012) who focused on the research on mobile-assisted language learning and that the creation of assisted language learning is likely ubiquitous to overcome the shortage of learning English in the classroom.

Concerning the application, the use of authentic material has grown rapidly as many experts in language pedagogy justify it. To some extent, authentic materials give attractive exposure to the materials the students that trigger their motivation to learn the language. The integration of authentic materials in language learning can link the material to the students' real-life experiences and help them to improve their communicative competence using the language (Akbari & Razavi, 2015). Based on assisted language learning, authentic materials also play a role to create an interactive and meaningful mediated language application. Authentic materials that are culturally accepted by language learners can intensely increase their interest in language learning and meaningful communication can take place (Bordonaro, 2018).

Students can easily install it in android and use the application. AMALL provides both technical and substantial features for learning speaking skill to slow learners. The technical advantages of the multimedia dimensions of this application are attractive and interactive with a simple multimedia interface and a combination of audio, visual, and kinesthetic features; light, easy, and quota-friendly for the students. It can help the process of the scientific transformation of English for slow learners and beginners. AMALL is accessible and flexible to use anytime and anywhere. The material can be studied repeatedly by clicking one of the application buttons. The substantive advantages of authentic multimedia-assisted language learning are inclusive learning materials with a variety of audio, visual, and kinesthetic learning styles. The audio feature is equipped with conversational dialogue examples and sentence examples in monologues. Visuals are presented with a variety of models of expression in multimodal elements, and kinesthetics is presented in examples of dialogues and simple monologues. The authentic material used is based on local content which provides a stimulus for students to use prior knowledge. The material is developed based on constructivism learning theory, where students learn to build creative ideas after getting material exposure from the authentic multimedia-assisted language learning model. It is beneficial for the process of the scientific transformation of English for slow learners and beginners. With the popularity of teaching English with multimedia-assisted language learning, the integration of this technology provides a favourable context to inquire into English language teaching and provide positive impacts for student (Mahdi, 2022). Furthermore, this application was designed to give more opportunities to implement self-study outside the class with authentic elements that can attract students' interest to express themselves. It is in accordance with a study by Buckingham & Alpaslan (2017) that a provision of application technology in this case mediated technology outside the classroom could enhance students' speaking skill.

Research question number 2: What is the impact of authentic multimedia-assisted language learning on teaching speaking to EFL slow learners?

The second objective of this study was to examine the impact of Authentic Multimedia Assisted Language Learning (AMALL) on students' speaking performance. The following table displays the descriptive statistics of students' speaking performance in the pretest:

Table 2. Descriptive Statistics for Pretest

N	O_1		O_2		O_3		O_4	
	Mean	Std.Dev	Mean	Std.Dev	Mean	Std.Dev	Mean	Std.Dev

Speaking	30	3.3667	.66868	3.3667	.66868	3.4000	.56324	3.4667	.57135
Fluency	30	2.7000	.74971	2.8000	.80516	2.8333	.87428	2.8667	.86037
Structure	30	2.9667	.55605	3.0000	.64327	3.1000	.71197	3.1333	.68145
Vocabulary	30	3.2000	.48423	3.2333	.50401	3.2333	.56832	3.2667	.52083
Valid N (listwise)	30							

To investigate the impacts of students' speaking performance, a pretest was given in four times meeting to assure the consistency of the score. The scores display the consistency and stability of the pretest score. The scores were statistically measured based on the analytic-oral language-speaking rubric (O'Malley & Pierce, 1996). The descriptive statistics for the pretest show that students have a low level of speaking performance based on speaking, fluency, structure, and vocabulary. The students in this class were observed continuously within four weeks of online learning and assessed four times before the treatments. The maximum score for the analytic oral language-speaking rubric ranges from 1 to 6. For the speaking element, the students tended to begin a talk in a simple form, and they were unable to elaborate the ideas into the compound and complex sentences with a mean score (of 3.6333) while in the element of fluency, the score was even lower with the mean score (of 2.8333). The students displayed immediate and obvious hesitation. From a total participant of 30 students, the majority of the students spoke in single-word utterances and short patterns. In the element of the structure, the students frequently used present simple verbs and produced immediate errors of omission with a mean score (of 3.1000). The majority of the students were likely to make errors of omission in terms of the article, auxiliary verbs in simple present tense and simple past tense. Likewise, the last element shows that students were prone to use limited vocabulary to express their ideas in simple and functional activities.

After four weeks of the online meeting conducted, the treatment was given to the students with authentic multimedia assisted language learning (AMALL) consecutively. The students installed the application on their android and accessed it to study the materials outside the classroom. In giving the treatments the lecturer gave reinforcement by applying drilling and simulation. The students could vary the content of practice based on their prior knowledge. They should include ideas about the local content of their hometown. In the final post-test, the students were required to create a video of self-introduction based on the model from AMALL with local content as a substantive element. They were assigned to elaborate on the ideas of self-introduction not only about simple personal identity but also the ideas of self-interest. The following table shows the descriptive statistics from the posttest:

Table 3. Descriptive Statistics for Posttest

	N	Min.	Max.	O_5		O_6		O_7	
				Mean	Std.Dev	Mean	Std.Dev	Mean	Std.Dev
Speaking	30	3.00	5.00	4.0667	.52083	4.1333	.62881	4.1333	.62881
Fluency	30	3.00	5.00	3.7000	.70221	3.7667	.81720	3.8667	.77608
Structure	30	3.00	5.00	3.8000	.66436	3.8667	.73030	3.9667	.66868
Vocabulary	30	3.00	6.00	3.7667	.72793	3.8333	.79148	3.8667	.77608
Valid N (listwise)	30								

Table 3 shows that the use of authentic multimedia-assisted language learning could enhance the overall attributes of the analytic oral language-speaking rubric. Each posttest displays improvement in speaking performance. The most compelling data can be elucidated from the final

posttest is there was an improvement in students' speaking skill in terms of showing self-confidence. Students started to communicate in a classroom setting with a mean score (of 4.13330). The second element shows that in terms of fluency, the students could speak hesitantly, paraphrase and search for more various dictions with the mean score (3.8667). Additionally, the element of structure proves that students could vary the use of present tense verbs, and avoid errors of omission with a mean score (of 3.9667). The students could also use adequate vocabulary and expand the vocabulary in sentences with a mean score (of 3.8667). The data show that the challenges of EFL slow learners cover not only the linguistics element of the language but also the lexical bundle, but the creation of authentic multimedia-assisted language learning can cope with these challenges. The illustrated data on the improvement of students' speaking performance can be corroborated with the previous study by Samadi et al. (2014) that the exposure to technology can assist EFL learners to enhance their speaking ability. Guan et al. (2018) also examined that multimedia-assisted language learning could potentialize students' skills in speaking, expand students' perspectives toward English, and activate students' enthusiasm for learning English. Afterwards, the mean score of the pretest and posttest was calculated to visualize the overall improvement within four aspects assessed in speaking performance (speaking, fluency, structure, and vocabulary). It can be assumed that multimedia-assisted language learning can cope with the limitation of speaking practice, provides an authentic model with quality speaking materials outside the class, and increase students' awareness of linguistics awareness with the features of monologue and dialogue sample (Young & West, 2018). The combination of audio, visual, and multimodal elements in multimedia applications enables the students to activate their potential. It is following the generative principle in designing multimedia-assisted language learning that graphics and written texts help the students to produce verbal and pictorial concepts of language learning (Davies & Cormican, 2013). The language teaching and learning approach embedded with multimedia-assisted language learning (MALL) are beneficial to accommodate inclusive language learning covering various learning styles such as audio, visual and kinesthetic. The use of multimedia can provide a potential element with a mixture of multisensory ambience that can enhance students' involvement in language learning (Gilakjani, 2012). The trend of multimedia features can create a lively atmosphere, encourage students to have the initiative in learning, and create a more colourful and stimulating activity with the integration of modalities features for meaningful language learning (Davies & Cormican, 2013). Table 4 below displays the comparison between the mean score in pre-test and post-test:

Table 4. Mean score pretest-posttest

	Pretest	Posttest
Mean	3.1834	3.9584
N	4	4
Std. Deviation	.25167	.12580

The comparison data were taken from the final test pre-test and post-test since the initial pre-test and post-test were proved to be consistent and stable. There was an improvement in students' speaking performance that the score of post-tests increased significantly with the mean score in the pre-test (3.1834) to the post-test (3.9584). The difference was categorized significantly as it was labelled to assess EFL slow learners.

Research question number 3: What are the benefits of authentic multimedia-assisted language learning perceived by students?

The interview was delivered in a semi-structured interview format. Students perceived some benefits of authentic multimedia-assisted language learning contributing to their speaking performance and learning experience. The results of the interviews were transcribed verbatim and the participants' confidentiality was assured. The transcripts of the interviews were coded and elaborated in the following excerpts:

Learning motive:

The participants addressed that the integration of authentic multimedia language learning propelled their motivation to learn in terms of easy adaptability to use the technology. They also reported that this technology can function as supplementary media that can assist them to start practising their speaking performance.

Semi-structured interview: Group A

A1   :   *"I think this application is very interesting with the combination of colours and pictures. It makes me eager to learn how to speak better. Authentic cultural information with real language presentation arouses my interest to speak."*

A2   :   *"As a foreign language learner, I feel excited by the presence of this application because I can see some models of speaking utterances."*

A3   :   *"I feel motivated to use this application. I can try some features of speaking skill in the application. It is one of the creative approaches to learning."*

Engagement in learning

The students also reported that they experienced improved interest, attention, and curiosity in terms of engagement in the learning process by using the application. Some students asserted some ideas on their engagement mediated by the features of the authentic and multimedia elements.

Semi-structured interview: Group B

B1   :   *"This application provides a real-life experience that I often encounter in my daily life. I simulate the expression given in the application because I feel confident as the models give the examples."*

B2   :   *"Using this application, the lecturer provides a variety of samples not only from one perspective but also from a variety of perspectives, so I feel more engaged in the whole process of the speaking activity."*

B3   :   *"I can feel that the use of role models in the application makes me confident. Sometimes, I am afraid if my speaking is not comprehensible like native-speaker like pronunciation."*

Learning reshaped

When asked about their learning experiences mediated by authentic multimedia-assisted language learning, the students reckoned this application changes the learning experiences in terms of autonomous learning.

Semi-structured interview: Group A

A1   :   *"This application allows me to study at my own paced-learning. I used to rely on the materials delivered in the classrooms. Now, I can learn outside the classroom repetitively."*

    A2   :   "Authentic multimedia assisted language learning helped me manage my time to explore the materials any time I want. I can choose and explore the materials based on my strengths and weaknesses in speaking."

        Students' perceived ideas on the benefits of authentic multimedia-assisted language learning can be corroborated with technology acceptance in language learning which implies learning motives and learning reshaped have emerged when the students show willingness and utilize the technology continuously (Patricia Aguilera-Hermida, 2020). In the same vein, new technologies for language learning give students' a brand-new opportunity to experience language learning with pleasure and varied learning possibilities (Yang & Chen, 2007).

Conclusion
        Previous studies proved that technology-assisted language learning (computer, web-based, mobile, and multimedia) could improve language skills, encourage self-directed learning outside the classroom, facilitate students with dyslexia in reading skill, and assist slow learners of English with multimedia assistance in language learning ((Botero et al., 2018; Chong Chean Fuh et al., 2017; Knoop-van Campen et al., 2020; Samadi et al., 2014). The results of this study conclude that EFL slow learners showed a positive perception of the use of authentic multimedia-assisted language learning in speaking. The impact of this application contributed to students' speaking performance. It could improve their speaking performance by the presence of an inclusive learning environment with authentic multimedia-assisted language learning. The role of authentic multimedia-assisted language learning can be a technology to improve the speaking performance of the EFL slow learners outside the classroom that providing models, samples, and exploration of materials for speaking skill. The integration of authentic elements of local content established a stimulus for triggering students' self-confidence to learn speaking skill. The significant improvement of the speaking performance can be seen in the aspect of speaking in terms of the improvement of communicative personal skills and survival needs. Students exhibited self-esteem, and they initiated to speak with descriptors and details. Students also reported some benefits of using this application in terms of learning motive, engagement in learning and learning reshaped.
        The implication of the study entails that assisted technology with multimedia elements for language learning can be useful for improving the speaking performance of EFL slow learners in terms of basic oral language skills such as speaking, fluency, structure, and vocabulary. Therefore, future research can focus on the use of a holistic oral language-speaking rubric on the use of multimedia-assisted language learning for EFL slow learners, and emphasize the engagement of random groups for control and experimental group to give robust data on the effectiveness of this application for improving speaking skill. Additionally, it is also recommended to proceed with the implementation process to the evaluation of this application based on the Technology Acceptance Model (TAM) and the final phase of evaluation for a larger sample to validate the results of this study.

Students with Disabilities at Higher Education 2020) with a number contract: 20/E2/PPK/SPK/PENSUS/2020.

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