



**SECOND YEAR NAVAL RATING STUDENTS  
PERCEPTIONS AND OPINIONS TOWARDS  
MULTIMEDIA LEARNING IN THE SMART LIVING  
ROOM**

**BY**

**MS. ARIYA PONDEE**

**AN INDEPENDENT STUDY PAPER SUBMITTED IN PARTIAL  
FULFILLMENT OF  
THE REQUIREMENTS FOR THE DEGREE OF  
MASTER OF ARTS IN ENGLISH FOR CAREERS  
LANGUAGE INSTITUTE  
THAMMASAT UNIVERSITY  
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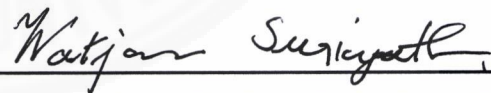
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SECOND YEAR NAVAL RATING STUDENTS PERCEPTIONS AND OPINIONS  
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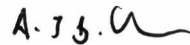
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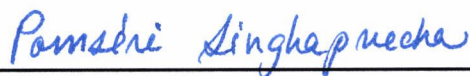
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Independent Study Paper Title	SECOND YEAR NAVAL RATING STUDENTS PERCEPTIONS AND OPINIONS TOWARDS MULTIMEDIA LEARNING IN THE SMART LIVING ROOM.
Author	Miss Ariya Pondee
Degree	Master of Arts
Major Field/Faculty/University	English for Careers Language Institute Thammasat University
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Academic Years	2016

## ABSTRACT

The purpose of this study was to investigate students' perceptions and opinions towards listening and speaking skills developed through of multimedia learning at the Naval Rating School in Sattahip, Chonburi, Thailand. The sample was drawn from 90 students who attended the SMART Living room at the Naval Rating School. These students have an opportunity to improve their listening and speaking skills with native English speaking teachers, with activities designed break the ice, familiarize the students with authentic English circumstances and change their attitude toward learning English which tends to be negative.

The findings of the research show that that after using multimedia learning to improve the students' speaking and listening skills, they have a good attitude with learning English and also feel more comfortable. The Smart Living Room is useful for the participants because it provides multimedia learning tools which can improve the Naval Rating Students English capability.

**Keywords:** Foreign language learning, Multimedia learning, Listening and speaking skills, Naval Rating Students, Thailand

## ACKNOWLEDGEMENTS

I am using this opportunity to express my gratitude to everyone who supported me to do this project. I am deeply thankful to all of you for your aspiring guidance, invaluable constructive criticism and friendly advice during the work of the project.

On this occasion, I would like to thank my advisor, Dr. Benjamin Clarke for his invaluable help and constant encouragement throughout the duration of this project. He is very kind and helpful, sacrificing his time and being concerned with my project from the beginning to the end. He is not only teaching methodologies in lesson but also methodologies in life. He is a good consultant and also a good listener.

In addition, I acknowledge all of my participants, the second year Naval Rating students in the academic year 2016 at Naval Rating School for their involvement with this project. Moreover, I would like to thank all of the officers at Thammasart University who have been concerned with all of my progress and have facilitated all of the required procedures during my studies here.

Furthermore, I am grateful for the teachers of Language Institute Thammasart University for all suggestions and their helps along the way.

Finally, I most gratefully acknowledge my parents and friends for all their support throughout the period of this research. They are always beside me and encourage me when I felt depressed and miserable. It is hard to explain through words but without them this research project would not have been completed.

Miss Ariya Pondee

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## **CHAPTER 1**

### **INTRODUCTION**

#### **1.1 Background of this Study**

English was originally the language of England, but it has become the primary or secondary language of many former British colonies such as the United States, Canada, Australia, and India. It became especially popular after the English Industrial Revolutions. Currently, the English language is the language of globalization, with many countries using English as their official language. More than 90 countries around the world are learning English as a second language. Gödden (2010) stated that English was the key to making the whole world smaller as people in different countries with different cultures could communicate with each other through English.

To study any language, learners are required to master the four basic language skills: listening, speaking, reading, and writing. However, newly born infants begin their In education, English is popular among parents and guardians who would like their children to learn to become proficient in English. Naved (2015) has argued that English is an essential tool when applying for a job; there are definite job target advantages for people who can speak more than one language, especially if the other language is English because English can reduce multinational barriers between non- native English speakers and native speakers.

Language exposure through listening before moving on to speaking. Eventually, they learn to read and write in their native tongue. Hasan (2010) has argued that listening comprehension is one of the most important skills in learning a language. The problem of listening can make language learners have a problem when they learn English and also make them feel like the language is complicated. The additional skills that is also important skill is speaking skill. Without speaking skills no one can communicate with each other. Boonkit (2010) has detailed how to develop speaking skills in learners by focusing on the syllabus design, principles of teaching, types of tasks and materials, and speaking assessment. Boonkit also suggested language learners should try to reduce their anxiety and lack of confidence, which are

seen as barriers for language learning. Trent (2009) has also reported that one of the main reasons that non-native speaker cannot speak fluently is because they lack of confidence because they feel they will make lots of errors.

Even though English might be difficult for language learners, there are several a methods that may be helpful for learners. One method is multimedia learning because this tool can help language learners reduces stress and have more enjoyment when they are learning a language. Azhar (2009) defined media as a tool for delivering the message to learner. It can be any computer-mediated software or interactive devices that include text, color, graphical images, animation, audio sound and full motion video in single applications (Pourhosein, 2012). Multimedia also gives more opportunities to both teachers and students, which means that they can feel happier and more comfortable during the class. Learning via multimedia can help the students relax and experience less anxiety when they learn a language. As outlined above, reducing anxiety and increasing confidence ought to enhance overall language learning.

Given this context, the purpose of the present research was to learn about the perceptions of multimedia and know opinions among second year Naval Rating Students (NRS) toward multimedia learning in the Smart Living Room and to identify problems in English communication, especially listening comprehension and speaking skills. The Smart Living Room was one of the projects that initiated by the commandant because the school wanted to focus on improving English language skills among Naval Rating Students. The Smart Living room is located at Barrack 1 and Barrack 5. In each of these barracks there are facilities such as computers, speakers, microphones, and so forth, all of which can help English teachers to provide the lessons. The findings of the present research are expected to be submitted to the higher management with positive recommendations made towards improving specific areas of listening and speaking skills in the English language. The findings of this study might also help to develop to further the project in English faculty in the Naval Rating School and help to determine whether the program should continue in the future.

## **1.2 Research Questions**

- 1.2.1 How do Naval Rating Students (NRS) perceive multimedia as a learning tool for developing listening comprehension and speaking skills?
- 1.2.2 What are the Naval Rating Students (NRS) opinions towards the Smart Living Room?

## **1.3 Research Objectives**

The objectives of this study are as follows:

- 1.3.1 To investigate the NRS perceptions towards multimedia as a learning tool in the development of listening and speaking skills.
- 1.3.2 To understand the NRS opinions towards the Smart Living Room.

## **1.4 Significance and Scope of the Study**

The main concern of this study is to find out that multimedia learning method that can motivate the second year of Naval Rating Student in learning English and whether it is worth continuing this project in the near future. The results are expected to enable the finding of suitable courses that focus on more specific purposes of using English.

In the proposed study, it will only investigate the Second year Naval Rating student's perceptions toward Smart Living Room. Moreover, this research try find out that multimedia tool can motivate second year of Naval Rating Student in learning English.

## **1.5 Limitations of the Study**

This study was conducted at the Naval Rating School, Sattahip district, Chonburi province during April 19-30, 2017. The participants of this study were second year Naval Rating students who normally join the Smart Living Room at Barrack 1 and Barrack 5. The study focused on the perceptions students had towards their language skills after taking extra classes in the Smart Living Room.

Therefore, the findings might not be generalizable to other contexts because the target population was only second year Naval Rating Students who joined the Smart Living room.

## **1.6 Definitions of Terms**

The key terms used throughout this study are defined below:

### **Mother Tongue**

Oluwole (2008) claimed that verbal skills could be built in every child, but it depended on a child's environment and natural basis. Crystal (1991) defined the term mother tongue as "the language acquired naturally during childhood" (p.196). However, Nordquist (2016) said mother tongue was not only the language one learned from one's mother, but also the speaker's dominate and home language. Pokorn (2005) "the first language according to the time of acquisition, but the first with regard to its importance and the speaker's ability to master its linguistic and communicative aspects"(p.3).

### **Native Speakers**

Native speakers are people who have spoken a particular language since they are born and they do not need to learn that language when they grow up.

### **Non-native Speakers**

Non-native speakers are people who study a language that is not particularly used in their daily life or not a language that they have used since they are born

### **Second Year Naval Rating Students (NRS.)**

The students who study Second Year in Naval Rating School, they are all male with an age range of between 20 to 24. All the students study in different corps, the students spend their life in the school until two years after graduation, when they will be moved to specific departments.

### **Smart Living Room**

Smart Living Room is an extra English class that was initiated by the Commandant of Naval Rating School. The Smart Living room is located at

Barrack 1 and Barrack 5. In each Barrack, there are facilities such as computers, speakers, and microphones which can help English teachers provide the lessons. The activity that is normally used is watching the movie and let the student give an oral answer, word search, guessing the word from acting or dictation.

**Barracks**

A barrack is the place for Naval Rating Student to live while they study at the Naval Rating School.



## **CHAPTER 2**

### **REVIEW OF LITERATURE**

This chapter reviews the literature in four main areas as follows: (1) definition of listening comprehension and speaking skills, (2) the main problem of learning English for language learners, (3) theoretical basis of multimedia learning, (4) relevant research. The fifth section provides a summary of the chapter.

#### **2.1 Definition of Listening Comprehension and Speaking Skills**

##### **2.1.1 Listening Comprehension**

Bite (2013) stated that listening skill is the process to receive a message effectively. It is a combination between hearing the message that another person said and psychological involvement with people while they are talking. It requires a high level of concentration, desire to understand, an attitude of empathy and acceptance, and a willingness to open the mind to try and see things from another person's point of view. Furthermore, McLean (2010) claims that listening is a skill to evaluate and interpret the feedback of the message in any conversation by hearing. Interpretive feedback could happen in the form of a question for clarification about the message. Basically, listening comprehension is the process of understanding the message by identifying tone, voices, pitch, and meaning that allows listener to participate in communication. Goss (1982) cites listening comprehension as a rational phenomenon listeners tried to establish a meaning when they obtains the information from the listening source and Chastain (1971) states that the purpose of listening comprehension is to understand the conversation between native speakers in naturally. Steinberg (2007) mentions that listening process is the individual perceiving which uses the ability via sense, aural organs, assigning a meaning to the message and comprehending it. In addition, Nunan (1998) says listening is the fundamental skill in the language learning. Without listening skill, the learner cannot learn to communicate efficiently and some of the student spend 50% of the time operational in

foreign language was dedicated to listening. According to Feriris (1998) listening is the skill that is used frequently in the classroom.

### **2.1.2 Speaking Skills**

Hughes (2002) pointed out that speaking was a characteristic of humans and it also was a tool for communicating. As socialized individuals, human beings spend much of their lives talking, or interacting with other people. Interacting was not just a mechanical process of taking turned at producing sounds and words. Interacting was a semantic activity, a process of making meanings. Eggins and Slade (1997) indicated that speaking skills was a process of exchanging meanings and functionally motivated: people interact with each other in order to accomplish a wide range of tasks: they talk to buy and sell, to find out information, to pass on knowledge. Speaking was not a discrete skill, and one of the central difficulties inherent to speaking is that it overlaps with other skills as well.

Brown (1994; see also Burns & Joyce, 1997) claims that speaking is an interactive of making meaning that involves producing and receiving then processing information. Speaking depends on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking. It is natural, open-ended, and evolving. However, speech cannot unpredictable. Language functions or patterns that tend to occur in certain discourse situation (e.g., declining an invitation or requesting time off from work), can be identified and charted (Burns & Joyce, 1997). In speaking, it requires learner not only know how to produce correct linguistic competence but also they have to understand what, when, where and why which we call sociolinguistic competence.

## **2.2 The Main Problem of Learning English Listening Comprehension and Speaking Skills for Language Learners.**

We cannot ignore that English has played an important role in many countries but in some countries around the world the development of listening and speaking skills has been difficult for the population to master. Nevertheless, listening plays a vital role in daily lives. People use this skill for different aspects such as entertainment, academic purposes or obtaining necessary information. As for foreign



language learning, listening is very important since it provides much of the language input (Rost 1994). If the learner does not understand the input appropriately, the learner simply could not get any improvement. In addition, without listening skill, no communication can be achieved (Cross, 1998). For the language learner, especially those who learn English as a foreign language in a non-native setting, it can be difficult to acquire good listening skills. According to Yagang (1994), the problems in listening are accompanied by the following four factors: the message, the speaker, the listener and the physical setting. Furthermore, a numbers of research have found the problem in listening can be which caused by the speech rate, vocabulary and pronunciation (Higgins, 1995).

Similarly, Flowerdew and Miller (1996) assumed that the problems of the students concerned the speed of delivery, new terminology and concepts, difficulty in focusing and the physical environment. Also, Putri (2016 p.12) stated in his article “listening to VOA: advantages, problems and solutions” the students had to face three problems. For example, the students did not understand proper names as they had never heard them before. In other words, they had different schemata about what they were listening and they language learners faced with unfamiliar, uninteresting and too long listening which made them felt strange, discouraged and bored of what they are hearing. The last one was assumed to be about the sound connections and intonation spoken by native speakers with different accent.

Regarding speaking skills, one of the main factors contributing to lack of that achievement for foreign language learners is lack of confidence when they are speaking. Given this reason non-native speakers have to rely a lot on self-motivation to reduce speaking anxiety. As Osborn, Osborn, and Osborn (2008) point out before speaking in public, the speaker should manage their fear of speaking, they should control their nerves and must be able to control their anxiety while they are talking or doing their presentation. There are four problems which have been identified as making non-native speaker lack confidence: 1) anxiety 2) pronunciation 3) grammar and 4) vocabulary. These will be discussed in turn below.

### **2.2.1 Anxiety**

Learning a second language can be a nightmare experience for non-native speakers. The comprehension and pressure on students to perform well in the second language causes them anxiety that is specific to the second language classroom. Even though some non-native speakers, who are good learners in other subject areas, they can experience anxiety when learning a second language. This causes a mental block to new information. Researchers have been taking a look at this specific second language learning anxiety and what its causes are. The term specific anxiety reaction, according to Horwitz, Horwitz, and Cope (1986), was given by psychologists to distinguish between anxiety that occurs only in specific situations and anxiety that people feel on a regular basis. Students and teachers felt that second language learning anxiety is a huge problem to get over when attempting to learn a language other than your own.

### **2.2.2 Pronunciation**

We cannot take it for granted that nowadays English plays an important role in our life, especially in business fields. Non-native speaker can be acceptable if they have good pronunciation among their colleagues. To have a perfect communication in English, we cannot ignore good pronunciation because it can help communicators can communicate with native speakers and they can be understandable. However, pronunciation for non-native speakers is a problem and it leads speakers to lack of confidence when they are learning English. Avery and Ehrlich (1987), indicated that learners have different ways of speaking. The way they speak is sometimes slightly different or sometimes totally different than the way native speakers' does. Kenworthy (1987) also indicates that the native language is one of the most powerful factors in learning pronunciation especially foreign accents. If the students get used to with the sound system of their native language, they can judge which pose the great difficulties for them. As a result, many researchers find that there are many factors that make speakers have different pronunciation and limitations of learning pronunciation, such as age, experience of learning English, and motivation in learning pronunciation.

### 2.2.3 Grammar

English shares many features in common with a number of the world's major languages but where it differs is in sequence of time. English has sequence of time while some other languages do not necessarily have this feature in their grammar. Moreover, there are singular and plural forms that non-native speakers have to distinguish and still many forms that have to be learned. Therefore, many non-native speakers can get easily confused with English grammar, while grammar is required for English work and conversation. Close (1981) mentioned that "Communication can generally be achieved most efficiently by means of a grammatical sentence or by a series of such sentences logically related" so they felt ashamed when they wanted to produce English sentence orally.

Almost every non-native speaker is concerned about grammar when they speak therefore it can often to be for them to speak naturally. They have concerned about grammar more than the content that they try to deliver. To be more confident for when they speak with a native speaker, non-native speakers should practice more about learning grammar; indeed, there are many ways for improve grammar and speaking at the same time such as watching news in English, watching movie and reading subtitle and trying to figure out what the tense of the sentence that movie uses, doing grammar exercises and keep learning new grammar structures, and practice English conversation with native speaking friends or classmate. As Hetrakul (1995) stated English will become a routine for the student by doing an activity.

### 2.2.4 Vocabulary

There is no doubt that English has played an important role in many countries, and is widely used around the world in both ESL and EFL countries, and it is important for non-native speakers to learn more vocabulary for better communication. Even when learners have a good foundation of grammar, the receiver may have difficulties understanding what the speaker

wanted to say. Nation and Waring (1997) report that 5 years old native English speaker beginning school will have a vocabulary of around 4,000 to 5,000 words families. For non-native speakers, who learn English as a second language, and who do not have a chance to use English conversation in everyday life, they have a problem when they try to speak because they have a limitation of vocabulary.

### **2.3. Language Learning Strategies.**

Before moving to the method that can help language learners learn English easier, there are some language learning strategies that the learner should know when they start learning any language. To use a proper method of learning can help learner successful in learning language. In linguistics this is called a “Strategy chain” a set of interconnected and supportive strategies (Namputhiri, 2013).

There are six major learning strategies discussed in the literature: cognitive, mnemonic, metacognitive, compensatory, affective and social.

a) The cognitive strategy contains various source of information which helps learner to link with the schemata and new knowledge or information. The ways of using cognitive process in learning such as analyzing, guessing, rearranging the detail and taking a note.

b) Mnemonic strategy is the ways to connect a newly information and the lesson or something that have already learnt and known. It is useful for using a memory in a different ways of systematic. For example, the learners use sound or rhyming, body movement, and teacher’s command. This strategy connects to stimulus-response manner. However, the drawback of using Mnemonic strategy is to learn vocabulary and grammar rules.

c) Metacognitive strategy is the best style of learning because the learners can decide and manage the study by themselves, the learners can focus on their areas and their interest. This strategy the learners have to choose a proper method for their own style. The process will be obstructed if the purposes of learners are not obvious. Metacognitive strategy also helps the learner to handle particular language tasks and solve it.

d) Compensatory Strategies is how to guess the meaning or idea while listening and reading fills a learning gap. In the same way, compensatory or communicative strategies help learners while speaking and writing. To fill the knowledge gaps while writing, the learners have to guess the meaning from synonym or the gesture of sender. Cohen (1977) thinks that this strategy is suitable for language use only. Little (1999) and Oxford (1990) are of the opinion that this strategy suits both language use and language learning.

e) Affective strategies can help learner to identify their feelings like anger, unhappiness and anxiety and they can be aware of such situations which produce such feelings. If the learners have positive impact, opinion, attitude and beliefs, these can increase the learner's motivation and will improve their language learning.

f) Social strategies are an integral part of communicative language learning. Using this strategy learners can learn with others discuss problem questions, etc. This strategy helps learners to know about the culture of the target language speaking people.

In the next section, the ways of assisting the learners to learn language based on multimedia leaning are discussed.

## **2.4. Multimedia in English Language Learning.**

The term “media” is originated from Latin words, and is used to convey messages and information through newspapers magazines radio, TV, audio-video programs, computers. The prefix of “multi” meant having many so when combines multi and media together it means the different methods of applying media, particularly computers and things which related to computer programs, a mixture of sounds, pictures, video and written text. (Longman Advanced American Online Dictionary, 2001, p.957).

In 21<sup>st</sup> century, media is one technology that is a popular tool for language improvement, it offers exciting needs to the learners, and also shows significantly enhance student learning if it has properly designed. This application is one of technology that is famous tools to improve language learning (Melillo, 2007).

According to Azhar (2009) media is defined as a tool for delivering the message to learner, it contains of teaching materials that can motivate students to

learn. There were many types of media such as news, wire services, magazine, songs, films, games, and internet. The researcher cited that the ability of processing information was a multi-step process that involves with perception, attention, selection, organization and integration of information (Sweller, 2003). The center of this process was long term memory which stores our accumulated knowledge and then it was organized, we were known as schema (Chi, Glaser and Rees, 1982).

However, there were limitations of working memory, before information would store in long term memory it must be received in working memory. Working memory is limited because it can contain only small amount of information, during process the information to long term memory the information might be lost. Miller (1956) suggested that we could only process about seven pieces of information at one time, and we must do it quickly because working memory could keep information only 20 seconds. Therefore, multimedia could facilitate our brain and memory in learning not only languages but also other learning.

As discussed in Chapter 1, we can see that English plays an important role in globalization era. Many people required to learn English language as a second language. However, to achieve in learning foreign language is hard for ESL learners; therefore, technology can help them to learn easier. In addition, English teachers have to take responsibility to the method when they teach their students. The teacher should not focus only text book, but also the environment and interaction in class. Due to multimedia provides a large amount of information to students and accelerates the process of information searching. Jochi (2012) suggests that to meet students' needs for developing English language skills, one effective technique is using multimedia in the classroom.

#### **2.4.1 Multimedia Learning Theories**

In the globalization era, multimedia has played crucial role in language learning. It was a good material that can help learner easy to learn language. Pilgrim, Bledsoe, and Reily (2012) suggested that students will benefit from a new idea of learning and it has the potential to minimize negative thinking along the lines of completely studying is so boring because it had interactive video, audio, pictures as well as begin easy access.

Teacher and instructor should use multimedia for teaching because if only the textbook is used, the student might get bored which may leads to ineffective perception of learning. Similarly, Paivio (1975) found that image was effective because an image provide a second kind of memory code that was independent of verbal code. Therefore, having two memory codes to present an item provides a better chance for remembering than used only single codes.

Since the 1990s, Mayer and his colleagues (2009) have outlined seven principles that can be applied for designing multimedia messages as organized in the following list:

1. Multimedia principle: students could memorize better form words and picture than word only.
2. Spatial contiguity principle: show picture and content near each other, student could learn better than separate away.
3. Temporal continuity principle: students learnt better when connecting words and pictures were presented simultaneously rather than successively.
4. Coherence principle: students learn better when put some more information of words and pictures.
5. Modality principle: students learn better from animation and narration than from animation and on-screen text.
6. Redundancy principle: student learnt better from animation and narration than from animation, narration, and on-screen text.
7. Individual differences principle: Each person had limit of their ability, so this principle design effects were stronger for low – learners than for high-learners and for high spatial learners than for low spatial learner.

Therefore, teachers and instructors could adapt multimedia tool in teaching English for more interesting teaching. For kindergarten student teacher should use color picture to teach English. For non-native adult learner instructor might be use movie, online newspaper in classroom for teaching English. It seems likely to be successful in teaching in digital era.

In addition, teachers should let students participate more and feel free to share ideas with the class. This method could reduce the anxiety of students and enhance



their confidence when they speak English. EFL students mostly focus on grammar error, which can reduce their confidence of speaking and thus avoiding communicating with native speakers or even sharing their ideas because students might feel embarrassed if they make errors while speaking.

Overall, the teacher should give the opportunities to participate in speaking activities especially in the classroom. For example, answering questions, participating in discussions, taking part in seminars or conferences, and engaging in public speaking activities. The teacher should change from a teacher-centered system to a student-centered system. The student will have a chance to become more familiar with speaking English and they will feel that English is a part of their life. Eventually, they will use English without trying.

## **2.5 Previous Related Studies**

A number of research studies have been conducted on using multimedia to assist in English language learning. In the present section, four related studies have been selected for review as most relevant to current research study. Four related studies are reviewed as follows:

Firstly, Oradee (2012) investigated how class communicative activities could develop English speaking in foreign language learners. Oradee's study compared speaking skills in Grade 11 students. The target group were 12 students, divided into three English proficiency levels (high, medium, and low), using purposive selection. Oradee used plans as the research instrument in addition to a test of English speaking ability as both pre-test and post-test, an attitude questionnaire, students' learning log, a semi-structured interview and teacher journal. The results in this study indicated significant differences between the pretest score and the post-test score (61% vs. 86%). Overall, the students' attitude towards the teaching of English speaking skills using the three communicative activities was rated as good. It can thus be inferred that the three communicative activities helped develop speaking skills among the students

In a study focusing on speaking skills via multimedia format, Slesongsom and Suppasetseree (2012) investigated whether online chatting would improve speaking skills for 40 EFL students at Suranaree University of Technology (SUT), Thailand. There were three research instruments: pre and post-speaking tests, online



chatting in Moodle, and questionnaires. The pre- and post-speaking tests were used to measure speaking skills before and after chatting. The 40 students who were studying English 1 during the first semester, were randomly separated allocated into small chat groups and each group had four members. Their language abilities were mixed. The results indicated that, for the advantages, the students believed that they could improve their language skills (vocabulary and grammatical knowledge, writing, speaking, and reading skills) and learnt the target language more easily by chatting.

In another related study, Somdee and Suppasetseree (2012) investigated multimedia learning in English through Digital Storytelling. The purpose of this research was to investigate the implementation of Digital Storytelling to develop English speaking skill and also check satisfaction toward learning English from Digital Storytelling. Fifty-first years undergraduate student who study English I (203101) at Suranaree University of Technology, Nakhon Ratchasima were participants in this study. The instrument in this study was divided into three parts: Digital Storytelling Website (DSW), Pre-test and Post-test, and semi-structured Interview. For the data collection the researchers gathered from different instrument and interpreted to qualitative and quantitative analysis. The results of experiment indicated that the DSW had efficiency at 81.93/84.70 that met the specified criteria 80/80. After the DSW was developed twice, the score of E1/E2 on the field study is better and nearly perfect. It can be seen that the efficiency of the product (E2 = 84.70) was higher than efficiency of the process (E1 = 81.93). This was because the website had texts, pictures, and sound effects which motivated students' interest for learning English. Therefore, the DSW was efficient in terms of improving speaking skills.

Kaewchawee (2013) conducted a survey on multimedia learning based on the topic of the effectiveness of Multimedia-Based Instruction (MBI) in developing sixth grade students' English ability. The study was conducted at Tessaban 1 Buriratdarunwittaya school in Burrirum with the 50 sixth grade students in the second semester of academic year 2012. The objective was to examine the students' attitude toward learning English through MBI. For the research design and procedure, the researcher used a quasi-experimental study with a single group pretest and posttest. The study also employed a MBI attitude questionnaire, which was used to examine attitudes toward learning English through MBI. This study was both qualitative and

quantitative in nature which included pretest, posttest and open-ended questions. The results in this study showed that MBI could be used to facilitate students' English proficiency and the students appreciated the ways of teaching because they thought it improved all four skills involved in English language learning.

## **2.6 Summary of the Chapter**

The aim of this chapter was to review the related theories and studies to clarify and extend understanding of attitudes, listening comprehension, speaking ability, the significance of media and multimedia and the use of multimedia learning especially in listening and speaking.

The first part revised the topic of speaking ability and listening comprehension followed by the main problem of learning English for non-native speakers. The second part explained the meaning of media and multimedia and how it was important to language learning. It went on to discuss the way that multimedia facilitates non-native English learner to understand more about English.

The final part focused on the related studies which could support multimedia learning as an effective means of language learning. The findings of the relevant studies varied, but were mostly positive. Therefore, in the present study, the aim was to determine perceptions and opinions toward multimedia with online chatting, movies in the Smart Living Room in order to address the research questions and achieve the research objectives of the study as outlined in Chapter 1.

## **CHAPTER 3**

### **RESEARCH METHODOLOGY**

#### **3.1 Participants**

The participants of this study were the overall target population of 100 second year Naval Rating students, at the Naval Rating School, Sattahip, Chonburi Province, who attended the Smart Living Room regularly at Barrack 1 and 5 during the academic year 2017. The population of this study all studied English as a subject. They were also all males, and all of them were within the age range of 20 to 23 years.

Selective sampling was utilized to obtain the subjects and data. Selective sampling or purposive sampling aimed to study a particular segment of the population, which represented the best group to answer the research questions. Therefore, the researcher chose Second-year Naval Rating students who normally attended Smart Living Room as the sample.

The total sample of the 110 and after calculated with Taroyamane formula the target that the researcher provided 80.

#### **3.2 Research Instrument**

The present research was a quantitative study and thus used the survey method to collect the data. The questionnaire was composed of three parts and was written in English with Thai translations beneath the main questions (see Appendix A).

Part 1 of the questionnaire was designed to elicit personal information about the respondents: age, years of studying English, frequency of using English in daily life, level of English ability and language skills that participants used most often. There were eight questions in this section. The purpose of this section was to obtain some general background data on the sample.

Part 2 was designed to elicit perceptions towards the use of multimedia for improving listening and speaking skills in the Smart Living Room. There were 16 questions in total for this section. Participants responded to each item using a 4-point Likert scale (1 = *strongly disagree*, 5 = *strongly agree*) to indicate their perception

towards each statement on the use of multimedia learning for the development of speaking and listening skills for daily life. (e.g., multimedia learning has a positive impact on my language ability).

The last section contained five questions design to elicit more in-depth opinions towards the use of the Smart Living Room for listening comprehension and speaking skill development. The researcher chose twenty students at random and interviewed them using the questions in a semi-structured interview procedure to gain more detailed opinions towards the Smart Living Room (see Appendix A). First, participants were asked about how the Smart Living Room has helped them develop their English listening comprehension and speaking skills. Next, participants were asked to talk about the advantages and disadvantages of the Smart Living Room, and then provide some recommendations for aspects that could be improved for the future. Finally, participants were asked to talk about which aspect of multimedia they most frequently used for improving their English listening comprehension and speaking skills.

### **3.3 Procedures**

A pilot version of the questionnaire distributed to second year Naval Rating Students to examine whether the instructions and statements of the questionnaire could be clearly understood. The target was second-year Naval Rating Students in the academic year 2016, who were asked to complete the questionnaire and evaluate its contents to identify unclear terms and to give suggestions in general. In the actual study, the researcher approached the classroom and explained the purpose of the study, then asked the participants to fill in the data in the regular class. Some participants completed the questionnaire after their dinner at their barracks. After providing the questionnaires the researcher waited until the participants completed all of the items. The respondents had the opportunity to ask questions while they were completing the questionnaires.

### **3.4 Data Analysis**

The quantitative data obtained from the 80 returned questionnaires were analyzed using the Statistical Package for the Social Sciences Program (SPSS). SPSS was used to calculate the frequencies, percentage, arithmetic means and standard deviations for the demographic data (Part 1), the main survey data (Part 2). Since Part 3 produced qualitative data, thus the researcher randomly selected 20 questionnaires to compile responses from this section. These are reported in Chapter 4.



## CHAPTER 4

### DATA ANALYSIS AND RESEARCH FINDINGS

This chapter reports the research findings of the study on the topic of perceptions and opinions towards using multimedia to develop listening comprehension and speaking skills in Naval Rating Students from the Smart Living Room. The results are described in three sections as follows:

1. General background information of participants
2. Participants' perceptions towards using multimedia for developing listening comprehension and speaking skills.
3. Participants' opinions toward using the Smart Living Room to improve listening comprehension and speaking skills.

#### 4.1 General Background Information of Participants

The first part of the questionnaire examined the background of 80 participants in this study. Demographic data was obtained from the following categories: length of time studying English, most frequently used English skills in a week, English listening comprehension and speaking ability and frequently used English skills in daily life. The results are described in turn:

Table 1 Period when Participants Starting Learning English and Number of Years Studying English

Year	Frequency (N)	Percentage (%)
Kindergarten	45	56 %
Primary School	24	30 %
High School	11	14 %
<b>Total</b>	<b>80</b>	<b>100 %</b>
<b>Years of Studying English</b>		
5 – 10 years	18	23 %
11 – 15 years	44	55 %
16 – 18 years	18	23 %
<b>Total</b>	<b>80</b>	<b>100 %</b>

As seen in Table 1, the period when participants started studying English is shown. The majority (56%) of participants had started studying English since kindergarten, 30% of them had started studying since primary school, while only 14 % had started studying English since high school.

Also shown in Table 1 is the number of years that participants had been studying English. A total of 55% of the participants had been studying English for 11–15 years, while just under a quarter 23% of them had been studying for 5-10 years or 16-18 years.

Table 2 Frequency of Using English in a week

Frequency	Frequency (N)	Percentage (%)
Every day	23	29%
1-2 times/week	27	34%
3-4 times/week	28	35%
Never	2	2%
<b>Total</b>	<b>80</b>	<b>100%</b>

The results in Table 2 indicate that around just over a third of participants used English either 1-2 times a week or 3-4 times a week, with just under a third reporting that they used English every day. Just 2% of the sample reported that they never used English during the week.

Table 3 English Listening Comprehension and Speaking Ability

English Level	Frequency (N)	Percentage (%)
<b>Listening Comprehension</b>		
Excellent	-	
Very good	4	5 %
Good	50	62 %
Fair	23	29 %

English Level	Frequency (N)	Percentage (%)
Poor	3	4 %
<b>Total</b>	<b>80</b>	<b>100 %</b>
<b>Speaking Skill</b>		
Excellent		
Very good	4	5 %
Good	45	56 %
Fair	29	36 %
Poor	2	3 %
<b>Total</b>	<b>80</b>	<b>100 %</b>

As shown in Table 3, 62% of participants reported their English listening comprehension as good, 29% of them rated their English level as fair and no participants rated their level as excellent. For speaking, 56% of participants rated their level of English speaking skill as good, while 36% of them rated their English level as fair. None rated their level as excellent.

Table 4 Most Frequently Used English Skills in Daily Life

English Skills	Frequency (N)	Percentage (%)
Listening Skills	15	19%
Speaking Skills	20	25%
Reading Skills	37	46%
Writing Skills	8	10%
<b>Total</b>	<b>80</b>	<b>100%</b>

According to Table 4, it shows the most frequently used English skills of participants in their daily life. Reading skills were the most frequently used skill in daily life at 46%, followed by speaking skills at 25%. The participants rated their listening skills as only 19 %, with only a small number of students (10%) indicating that they used writing skills in their daily routine.



#### 4.2 Participants' Perception towards Using Multimedia for Developing Listening Comprehension and Speaking Skills

The second part of the research questionnaires was designed to examine the second year Naval Rating students' perception towards using multimedia for developing English listening comprehension and speaking skill. The results are displayed and described below:

Table 5 Participants' Perception towards Using Multimedia for Developing Listening Comprehension and Speaking Skills

Statement	Level of Agreement				Mean ( $\bar{x}$ )	SD	Mean of Agreement
	Strongly Agree	Agree	Disagr ee	Strongly Disagree			
1. I am very familiar with language learning through multimedia.	13 (16.2%)	46 (57.5%)	21 (26.2%)	-	2.90	0.64	Agree
2. Multimedia learning has had a positive impact on me.	13 (16.2%)	51 (63.8%)	16 (20%)	-	2.96	0.60	Agree
3. I enjoy studying more when the teacher uses multimedia tools in class.	29 (36.2%)	44 (55%)	7 (8.8%)	-	3.28	0.61	Agree
4. Multimedia tools help me understand the vocabulary, unfamiliar idioms, proverbs, slang and phrases better.	22 (27.5%)	50 (62.5%)	8 (10%)	-	3.18	0.59	Agree

Statement	Level of Agreement				Mean ( $\bar{x}$ )	SD	Mean of Agreement
	Strongly Agree	Agree	Disagr ee	Strongly Disagree			
5. Multimedia learning can be used to facilitate my understanding of unfamiliar accents.	20 (25%)	50 (62.5%)	10 (12.5%)	-	3.12	0.60	Agree
6. I find it easier to understand English listening through multimedia learning.	18 (22.5%)	53 (66.2%)	9 (11.2%)	-	3.11	0.57	Agree
7. I find it easier to speak in English if I use multimedia learning.	21 (26.2%)	48 (60%)	11 (13.8%)	-	3.12	0.62	Agree
8. I can improve my listening comprehension skills by using multimedia learning.	18 (22.5%)	48 (60%)	14 (17.5%)	-	3.05	0.63	Agree

Table 5 Participants' Perception towards Using Multimedia for Developing Listening Comprehension and Speaking Skills (continued)

Statement	Level of agreement				Mean ( $\bar{x}$ )	SD	Mean of Agreement
	Strongly Agree	Agree	Disagr ee	Strongly Disagree			
9. I can improve my speaking skills by using multimedia learning.	18 (22.5%)	50 (62.5%)	12 (15%)	-	3.08	0.61	Agree

Statement	Level of agreement				Mean ( $\bar{x}$ )	SD	Mean of Agreement
	Strongly Agree	Agree	Disagree	Strongly Disagree			
10. I find it easier to understand native speakers after learning through multimedia learning.	31 (38.8%)	38 (47.5%)	11 (13.8%)	-	3.25	0.68	Agree
11. I find it easier to speak with native speakers after learning through multimedia learning.	11 (13.8%)	53 (66.2%)	16 (20%)	-	2.94	0.58	Agree
12. My pronunciation improves after I listen to the sounds of words in multimedia.	24 (30%)	42 (52.5%)	14 (17.5%)	-	3.12	0.68	Agree
13. I can initiate a short conversation after listening to English through multimedia	19 (22.5%)	18 (22.5%)	18 (22.5%)	-	3.00	0.70	Agree
14. I find that multimedia is more convenient when learning English.	26 (23.8%)	41 (51.2%)	20 (25%)	-	3.18	0.67	Agree
15. I believe that multimedia is very useful when practicing English listening skill.	29 (36.2%)	41 (51.2%)	10 (12.5%)	-	3.24	0.66	Agree

Statement	Level of agreement				Mean ( $\bar{x}$ )	SD	Mean of Agreement
	Strongly Agree	Agree	Disagree	Strongly Disagree			
16. I believe that multimedia is very useful when practicing English speaking skill.	30 (37.5%)	43 (53.8%)	7 (8.8%)	-	3.29	0.62	Agree
<b>Total</b>					<b>3.11</b>	<b>0.60</b>	<b>Agree</b>

As the results show in Table 5, there was overall agreement with all of the questionnaire items addressing the influence of multimedia on learning listening and speaking skills in the Smart Living Room. The top three highest ranked items were item 16 “I believe that multimedia is very useful when practicing English speaking skill” ( $M = 3.29$ ), item 3 “I enjoy studying more when the teacher uses multimedia tools in class” ( $M = 3.28$ ), and item 10 “I find it easier to understand native speakers after learning through multimedia learning” ( $M = 3.25$ ). In summary, the results indicated that in Table 5 show that the participants mostly agreed that multimedia can help them with their English comprehension and speaking skills, with an overall mean score of 3.11.

#### **4.3 Participants’ Opinions toward the Use of Smart Living Room to Improve Listening Comprehension and Speaking Skills.**

The final part of the questionnaire was designed to investigate participants’ opinions toward multimedia language learning in a more in-depth way. These results reveal the learners’ opinions toward the use of Smart Living Room to improve the listening comprehension and speaking skills for clarify learners’ points of view and to explain what they thought about Smart Living Room. The main results are elaborated on below.

In the first part, the researcher wanted to know the opinions about the use of Smart Living Room to improve the participants listening comprehension and

speaking skills by selecting a random sample of 20 participants. Over 90% of them expressed that Smart Living Room was an effective way to improve listening comprehension skills and speaking skills. The participants mostly thought that they could gain knowledge and also enjoy learning at the same time; they can watch a movie, listen the western music, and play game which gain the new vocabulary. They said it was a great opportunity for them to meet the teacher and practiced the skills that they learnt in the class. The participants responded that Smart Living Room was a safe place to see each other because they thought that listening comprehension and speaking skills in a practical was likely helping them and increased their English ability. The Smart Living Room for the participants was not only a normal classroom but also the living room that they could take a rest and enjoyed learning. They could learn new words, slang, idioms with meaning or phrases pronounced with unfamiliar through the multimedia learning which the teachers prepared in the room. The participants could adapt the lesson that they learnt to their English conversation in their daily life or applied it in the future career. However, 10% of participants did not appreciate with Smart Living room because they thought that it could not help much and they could improve their listening comprehension skills at home.

For the advantages of the Smart Living room, a total of 80% of the respondents appreciated the Smart Living Room because they could get the benefits from it. For example, they had an opportunity to improve their listening comprehension and speaking skills, they knew more about new vocabulary, slangs, idioms, they knew how to pronounce the word and learnt the structure of the sentences correctly, they could decrease their stress from the normal classroom and entertain with the activities in the Smart Living Room.

The third question sought opinions from participants about the disadvantages of the Smart Living Room. A total of 80% of the participants indicated that the area of the Smart Living Room was too small and it was not enough for big amount of the Naval Rating Students. Approximately 10% of the participants declared that the time of learning was not enough for them, it was too short to learn English especially listening comprehension and speaking skills. Approximately 10% claimed that it was not comfortable when they were learning because they were distracted by their friends or people who came for playing online game.

The final part asked about which type of multimedia the participants most frequently used for improving their English listening and speaking skills. A total of 60% of the selected participants indicated that they used their mobile phone and computer to look up the meaning of the words through an online dictionary. About 20% of the second year Naval Rating Students watched soundtrack movie from the internet to improve their listening comprehension and speaking skills by pausing the movie and pronouncing words or sentences following the soundtrack. Approximately 15% of the participants indicated that they learnt English from online games and while listening to music. Only 5 % of the participants used books to facilitate their English listening comprehension and speaking skills.

Finally, regarding further recommendations, about 95% of the participants thought that the teachers should provide more Smart Living Room in every barrack because the Smart Living Room had not enough space and teacher should expand more time of teaching from 2 hours to 3 hours or having class every day. A total of 5% of the respondents recommended that the teacher should have more activities which could engage the Naval Rating Students to show their English ability or more activities that students could pay more attention and also had more books, multimedia learning. This project of Smart Living had been running first time, it might be a better choice for beginning learning for the Naval Rating Students because the Smart Living Room could engage and help them understand the useful of English, the correct structure, the meaning of the words, sentences and the spelling of the words which could be a good start for their learning in the near future.

## **CHAPTER 5**

### **CONCLUSIONS, DISCUSSION AND RECOMMENDATIONS**

This chapter consists of five parts: (1) summary of the study, (2) summary of the findings, (3) discussion of the findings, (4) conclusions and (5) recommendations for further study.

#### **5.1 Summary of the Study**

This section summarizes the objectives of the study, the participants, the instrument, and the procedure of the study.

##### **5.1.1 Objectives of the Study**

The purpose of the study was to investigate the perception of using multimedia learning for developing listening comprehension and speaking skills from the point of view of second-year Naval Rating students. A secondary purpose was to gain more in-depth insight into their opinions towards using Smart Living room.

##### **5.1.2 Participants**

The participants of this study were 80 second year Naval Rating students from different classroom, selected from the Naval Rating School, Sattahip, Chonburi in the academic year 2016. They were all males and in the age range of 20 to 23 years.

##### **5.1.3 Instruments**

The researcher designed a questionnaire for use in this study, which consisted of three main parts. In the first part participants responded by giving background information. In the second part, the participants responded using 4-point Likert scales to 16 items designed to elicit their perceptions towards using multimedia to develop listening and speaking skills. In the third part, open-ended questions were used to elicit in-depth opinions about the Smart Living Room. The three parts of the questionnaire are denoted as follows:

Part 1: General Background information of participants

Part 2: The perception of using multimedia for developing listening comprehension and speaking skills.

Part 3: The opinion toward using the Smart Living Room to improve listening comprehension and speaking skills.

#### **5.1.4 Procedures**

The questionnaires were constructed in English with direct Thai translations of each question or statement directly below the English version. Following a pilot study, the questionnaires were distributed to 80 second year Naval Rating Students in different classes. All questionnaires were completed and returned within a period of around one hour. After receiving the data, the researcher used the Statistical Package for Social Science to analyze the data.

### **5.2 Summary of the Findings**

The results of the study are summarized in this section.

#### **5.2.1 Background Information for the Participants**

All of the respondents in this study were males who were between 20-23 years old. The majority of them had been studying English for 11-15 years and used English 3-4 times a week. They rated their English level as a good level for both listening and speaking. In addition, the most frequently used skills for the participants were reading skills.

#### **5.2.2 Participants' Perception of Using Multimedia for Developing Listening Comprehension and Speaking Skills.**

The key findings indicated that the respondents agreed with all of the items on the research questionnaire, indicating overall positive perceptions towards the use of multimedia to improve English listening and speaking skills. Results from specific items indicated that respondents felt familiar with using multimedia when they learnt English and multimedia also gave them a good overall positive impact. In addition, many participants reported that they enjoyed it when teachers used multimedia tools in the classroom, multimedia was helpful in understanding idioms, proverbs, slang, and other less familiar phrases. Finally, many respondents felt that multimedia learning could help the respondents to learn correct pronunciation and initiate a short conversation to speak with the English native speaker. All in all, they



believed that multimedia learning was very useful when practicing English listening comprehension and speaking skills.

### **5.2.3 Participants' Opinion toward Using Smart Living Room to Improve Listening Comprehension and Speaking Skills.**

As seen in the interview result, the participants agreed that Smart Living Room is one of one of effective instruments which were suitable for improving listening comprehension and speaking skills. The Smart Living Room could help them gain new knowledge and help them to understand what they were learning from the regular class, especially when they learnt new vocabularies, phrases, idioms, slangs and they could pronounce the unfamiliar words with the correct accents. Smart Living Room also helped them feel more relaxed and enjoy learning. The participants could adapt the lesson that they learnt to their English conversation in their daily life or apply it in the future career. However, some of the participants did not appreciate with Smart Living room because they thought that it could not help them to improve their listening comprehension skills because they thought they could practice it at home.

Finally, the participants claimed that the area of the Smart Living Room was too small and it was not enough for big amount of the Naval Rating Students and they said the Smart Living Room class should extend time of learning and also provide more Smart Living Room in every barrack.

## **5.3 Discussion**

This section discusses the findings in the relation to the research questions and how the findings are also related to the previous studies discussed in Chapter 2.

### **5.3.1 The Finding Supporting the Research Questions**

The purpose of the first research question was to determine the perception of the Naval Rating Students through multimedia learning. The overall results indicated that the Naval Rating Students rate agree with using multimedia. They agree to use multimedia learning tool in class because they enjoy learning and gain the knowledge at the same time. The atmosphere in the classroom changes when teachers tries to use

multimedia learning in class. In addition, the researcher find that it is easier way to understand native speakers after learning English through multimedia learning because they listened the correct pronunciation. Around 60 % of the participants believed that multimedia is very useful for them when they practiced listening comprehension and speaking. However, listening and reading skills were of average competency.

The purpose of the second research question was to know the opinions about the use of Smart Living Room to improve the participants listening comprehension and speaking skills. The results indicated that the Smart Living Room was an effective way to improve listening comprehension and speaking skills. They could gain knowledge and also enjoy learning at the same time; they can watch a movie, listening to western music, and play games which gain the new vocabulary. Moreover, they had a great opportunity to meet the teachers and practiced the skills that they learnt in the class.

However, a few of the participants disagreed that the Smart Living Room has advantages because the participants thought that they can practice their English at home.

For the recommendation from the participants, they suggested that the school should provide more Smart Living Rooms by locating them at every barrack so that students are more comfortable accessing the service. In addition, they requested both native English teachers and Thai teachers to spend more time teaching them because just a few hour is not enough for the activities.

### **5.3.2 The Findings in Relation to Previous Studies**

The findings from four different previous studies reviewed in Chapter 2 are now compared with the results of the current study.

Sleesongsom and Suppasetseree (2012) studied online chatting which can improve speaking skills for EFL students at Suranaree University of Technology (SUT), Thailand. In her study indicated the advantages of using online chatting can improve the students' language skills such as vocabulary, grammatical knowledge,

writing, speaking, and reading skills and the researcher found that to let the students learn the target language by chatting is easier than using normal ways.

Similarly, Somdee and Suppasetseree (2012) investigated the same area of multimedia learning tools in English through Digital Storytelling. They implemented Digital Storytelling to develop English speaking skills in undergraduate students and also check satisfaction toward learning English from Digital Storytelling. Finally, the researcher found that Digital Storytelling Website (DSW), is efficiency to teach the students because it includes texts, pictures, and sound. This method is match to multimedia learning theory that Mayer (2009) already mentioned. This method effects the motivated students' interest for learning English. Therefore, the DSW was efficient in terms of improving speaking skills

Kaewchawee (2013) conducted a survey among sixth grade students in Burirum on multimedia learning based on the Multimedia-Based Instruction (MBI). Moreover, the researcher needed to know the students' attitude toward learning English through MBI. The researcher used a quasi-experimental study with a single group pretest and posttest. The study also employed a MBI attitude questionnaire, which was used to examine attitudes toward learning English through MBI. This study was both qualitative and quantitative in nature. The results in this study showed that MBI could be used to facilitate students' English proficiency and the students appreciated the ways of teaching because they thought it improved all four skills involved in English language learning.

## **5.4 Conclusions**

This purpose of the present research was to assess perceptions towards multimedia learning with respect to listening and speaking skills among second year Naval Rating Students. In addition, more in-depth opinions were sought regarding the Smart Living Room at the Naval Rating Base, where multimedia teaching and learning took place. The conclusions drawn from the discussion above are as follows:

5.4.1. Multimedia learning in the Smart living Room affected a positive impact on the participants.

5.4.2. The participants perceived that multimedia was very useful very useful for practicing and suitable for developing English listening and speaking skills when practicing English listening comprehension and speaking skills.

5.4.3. Multimedia learning was effective to help the students understand the vocabulary, unfamiliar idioms, proverbs, slang and it was helpful for these learners to use English skills with the future career.

5.4.4. The Smart Living Room could facilitate the second year Naval Rating Students to improve their listening comprehension and speaking skills.

5.4.5. The computer was the most frequently used multimedia component for developing listening and speaking skills in the Smart Living Room.

## **5.5 Recommendations for Further Study**

Based on the findings and conclusions of this study, the following recommendations were made for future study:

5.5.1 A further study might be conducted to examine first year Naval Rating Students' perception of using multimedia learning in the Smart Living Room to find the differences and the various effects of learners. It could be done in a similar manner to the current study, but it is recommended that both a pre-test and post-test are added to improve the reliability of the findings from the study.

5.5.2 A further study could be carried out using a longitudinal method to investigate different ways of facilitating these students to learn and develop English language skills over the course of their education at the Naval Rating School. A longitudinal study might consider not only multimedia learning, but also other more modern methods of language learning.

5.5.3 It is recommended that future studies cover all four English skills; notably, listening, speaking, reading and writing.

5.5.4 The outcomes of this study suggest that the Smart Living Room is useful and popular. Recommendations will be made to the commandant to provide more Smart Living Rooms, hopefully for each barrack.

5.5.5 The outcomes of this study indicate that more equipment and facilities would be a positive steps forwards to develop the Smart Living Room

project. Recommendations will be also made to the commandant to upgrade the facilities and equipment.



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The seal of Thammasat University is a circular emblem. It features a central five-tiered umbrella (parasol) with a lotus flower at its base. Radiating from the center are eight stylized arms or rays. The outer ring of the seal contains the university's name in Thai script at the top and "THAMMASAT UNIVERSITY" in English at the bottom, separated by small floral motifs.

## **APPENDIX**

## APPENDIX A

### A SURVEY OF SECOND YEAR NAVAL RATING STUDENTS PERCEPTIONS AND OPINIONS TOWARDS MULTIMEDIA LEARNING IN THE SMART LIVING ROOM

This questionnaire is part of an independent study for Master's Degree in English for Careers at Language Institute of Thammasat University. Your responses will be kept confidential and will be used for the research purposes only. Your cooperation in answering this questionnaire is highly appreciated. Please complete all three sections of the questionnaire.

#### **PART I [General Information]**

**Directions:** Please place a mark on the box or complete the space where necessary to answer questions about your background.

โปรดใช้เครื่องหมาย ✓ เติมลงในช่องว่าง □ ให้เหมาะสมกับความเป็นจริง

1. Class room No. (ห้องเรียน)

- |   |                                       |   |   |
|---|---------------------------------------|---|---|
| <input type="checkbox"/> 2.1 (นว.ศ.)    | <input type="checkbox"/> 2.2 (นว.ศ.)  | <input type="checkbox"/> 2.3 (นว.ป.กร.) | <input type="checkbox"/> 2.4 (นว.ป.กร.)   |
| <input type="checkbox"/> 2.5 (สอ.รฝ.)   | <input type="checkbox"/> 2.6 (สอ.รฝ.) | <input type="checkbox"/> 2.7 (นว.สห.)   | <input type="checkbox"/> 2.8 (นว.สห.)     |
| <input type="checkbox"/> 2.9 (กลิน)     | <input type="checkbox"/> 2.10 (กลิน)  | <input type="checkbox"/> 2.11 (กลิน)    | <input type="checkbox"/> 2.12 (กลิน ชคบ.) |
| <input type="checkbox"/> 2.13 (การเงิน) |                                       |   |   |

2. Age (อายุ): .....

3. When did you start learning English? คุณเริ่มเรียนภาษาอังกฤษเมื่อไหร่

- |                                       |   |                                      |
|---------------------------------------|---|--------------------------------------|
| <input type="checkbox"/> Kindergarten | <input type="checkbox"/> Primary School | <input type="checkbox"/> High School |
|---------------------------------------|---|--------------------------------------|

4. How long have you been studying English? ..... years

คุณเรียนภาษาอังกฤษมานานเท่าไรแล้ว

5. How often do you use English? คุณเรียนภาษาอังกฤษบ่อยแค่ไหนต่ออาทิตย์

☐ Every day      ☐ 1-2 times/week      ☐ 3-4 times/week      ☐ Never

6. How good are your English listening skills??

ความเข้าใจในการฟังภาษาอังกฤษของคุณอยู่ในระดับใด

☐ Excellent      ☐ Very good      ☐ Good      ☐ Fair      ☐

Poor

7. How good are your English speaking skills??

ความเข้าใจในการพูดภาษาอังกฤษของคุณอยู่ในระดับใด

☐ Excellent      ☐ Very good      ☐ Good      ☐ Fair      ☐

Poor

8. Please rank the following skills in terms of which you mostly use in daily life

(1 = most often, , from 1 to 4 = least often)

กรุณาเรียงลำดับความสามารถทางภาษาที่คุณได้ใช้บ่อยที่สุดในชีวิตประจำวันของคุณ

..... Listening skills

..... Speaking skills

..... Reading skills

..... Writing skills

**PART II [Perceptions towards Using Multimedia for Developing Listening and Speaking Skills]**

**Directions:** Please read the following statements and mark in the table the position that best reflects your attitude.

อ่านข้อความด้านล่างและใส่เครื่องหมายถูก ✓ ลงในช่องว่างให้ตรงกับความเป็นจริง

Using multimedia tools to improve listening and speaking comprehension skills				
Statement	Level of agreement			
	Strongly agree (มากที่สุด)	Agree (มาก)	Disagree (น้อย)	Strongly disagree (น้อยที่สุด)
1. I am very familiar with language learning through multimedia. (ฉันคุ้นเคยกับการเรียนภาษาผ่านสื่อมัลติมีเดีย)				
2. Multimedia learning has had a positive impact on me. (ฉันได้รับผลที่ดีจากการเรียนผ่านสื่อการสอนแบบมัลติมีเดีย)				
3. I enjoy studying more when the teacher uses multimedia tools in class. (ฉันสนุกมากเวลาที่ครูใช้สื่อมัลติมีเดียในการสอนในห้องเรียน)				
4. Multimedia tools help me understand the vocabulary, unfamiliar idioms, proverbs, slang and phrases better. (สื่อมัลติมีเดียสามารถช่วยให้ฉันเข้าใจคำศัพท์ สำนวน สแลงต่างๆ ได้ดียิ่งขึ้น)				
5. Multimedia learning can be used to facilitate my understanding of				

unfamiliar accents. (สื่อมัลติมีเดียสามารถใช้ ช่วยให้ฉันเข้าใจการออกเสียง)				
<b>Using multimedia tools to improve listening and speaking comprehension skills</b>				
Statement	Level of agreement			
	Strongly agree (มากที่สุด)	Agree (มาก)	Disagree (น้อย)	Strongly disagree (น้อยที่สุด)
6. I find it easier to understand English listening through multimedia learning. (ฉันค้นพบว่าการฟังภาษาอังกฤษง่ายขึ้นเมื่อฟังผ่านสื่อมัลติมีเดีย)				
7. I find it easier to speak in English if I use multimedia learning. (ฉันค้นพบว่าการพูดภาษาอังกฤษง่ายขึ้นเมื่อใช้ผ่านสื่อมัลติมีเดีย)				
8. I can improve my listening comprehension skills by using multimedia learning. (ฉันสามารถพัฒนาทักษะการฟังโดยใช้สื่อการสอนมัลติมีเดีย)				
9. I can improve my speaking skills by using multimedia learning. (ฉันสามารถพัฒนาทักษะการพูดโดยใช้สื่อการสอนมัลติมีเดีย)				
10. I find it easier to understand native speakers after learning through				

multimedia learning. (ฉันสามารถเข้าใจครูต่างชาติมากขึ้นหลังจากได้เรียนการฟังและพูดผ่านสื่อมัลติมีเดีย)				
<b>Using multimedia tools to improve listening and speaking comprehension skills</b>				
<b>Statement</b>	<b>Level of agreement</b>			
	<b>Strongly Agree</b> (มากที่สุด)	<b>Agree</b> (มาก)	<b>Disagree</b> (น้อย)	<b>Strongly Disagree</b> (น้อยที่สุด)
11. I find it easier to speak with native speakers after learning through multimedia learning (ฉันสามารถพูดภาษาอังกฤษได้ง่ายขึ้นเมื่อสนทนากับชาวต่างชาติเมื่อเรียนรู้ผ่านสื่อมัลติมีเดีย)				
12. My pronunciation improves after I listen to the sounds of words in multimedia. (ฉันรู้การออกเสียงของคำที่ถูกต้องหลังจากฟังเสียงผ่านสื่อมัลติมีเดีย)				
13. I can initiate a short conversation after listening to English through multimedia (ฉันสามารถแต่งบทสนทนาเป็นภาษาอังกฤษได้หลังจากที่ได้ฟังภาษาอังกฤษผ่านสื่อมัลติมีเดีย)				
14. I find that multimedia is more convenient when learning English. (ฉันพบว่าการเรียนผ่านสื่อมัลติมีเดียเป็นเรื่องที่ง่ายมากกว่าเรียนแบบเดิม)				

15. I believe that multimedia is very useful when practicing English listening skill. (ฉันตระหนักได้ว่าสื่อมัลติมีเดียมีประโยชน์มากในการฝึกฝนการฟังและการพูดภาษาอังกฤษ)				
16. I believe that multimedia is very useful when practicing English speaking skill. (ฉันตระหนักได้ว่าสื่อมัลติมีเดียมีประโยชน์มากในการฝึกฝนการพูดภาษาอังกฤษ)				

**PART III [For interview]**

**Directions:** Please give your opinion toward using the *Smart Living Room* to improve listening comprehension and speaking skills.

**คำชี้แจง:** โปรดแสดงความคิดเห็นเกี่ยวกับห้องฝึกฝนอัจฉริยะในการเพิ่มพูนทักษะด้านการฟังและการพูดภาษาอังกฤษ

1. In what ways has the *Smart Living Room* helped develop English listening skills and English speaking skills?

(ห้องฝึกฝนอัจฉริยะช่วยพัฒนาภาษาอังกฤษทางด้านการฟังและการพูดภาษาอังกฤษของคุณได้อย่างไร)

.....

.....

.....

.....

.....

.....

2. Can you talk about the advantage of the Smart Living Room for new student?

(กรุณานำข้อดีของห้องฝึกฝนอัจฉริยะ)

.....

.....

.....

.....

.....

3. Can you now tell me about any of the disadvantages of the Smart Living Room?

(กรุณานำข้อเสียของห้องฝึกฝนอัจฉริยะ)

.....

.....



.....  
 .....  
 .....

4. Can you give me some recommendations for things that could be improved in the future?

(ขอให้คุณแนะนำเกี่ยวกับห้องฟักผ่อนอัจฉริยะเพื่อการปรับปรุงห้องฟักผ่อนอัจฉริยะในอนาคต)

.....  
 .....  
 .....  
 .....  
 .....

5. Which aspect of multimedia do you most frequently use for improving your English listening skills and also for improving your English speaking skill?

(คุณใช้สื่อมัลติมีเดียชนิดใดในการพัฒนาการฟังและการพูดภาษาอังกฤษของคุณมากที่สุด)

.....  
 .....  
 .....  
 .....  
 .....

.....**Thank you** .....

## BIOGRAPHY

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