Synthesis of Multimedia and Online Social Media Forms Affecting English Listening-Speaking Skills Development of Thai People

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Abstract: *This research synthesized the forms of using instructional media from knowledge in the past. The results show that the use of multimedia and online social media according to the prosperity of digital technology helped motivate and increase the opportunity of learning, especially the development of English listening-speaking skills in the positive direction. It was also the channel of self-learning for learners without the limit of time and place. In addition, the instructors had the opportunity to develop their teaching to be in accordance to the characteristics and demand of learners. Therefore, the multimedia and online social media were the factors of success in developing English listening-speaking skills of Thai people.*

Keywords: Multimedia, Online social media, English listening-speaking skills development, Thai people

1. Introduction

The social media is a kind of media that is very important in the present and future. It will be a communication channel that helps organize the teaching and learning that students and instructors are far apart by transmitting the content and experience. In addition, the social media is the information communication forms that reach people at all levels; it was widely used under the continual development of computer technology (Vijitbunyarak, 2011).

The use of multimedia in teaching and learning management via online social media on the internet, for example, website, E-mail, Facebook, Line Application, Twitter, Skype and YouTube, which increased the alternatives for learners and responded to the learning styles of students with different educational levels. The learners can revise the learning process, study or practice the skills, and interact through real-time communication. It also helps save time used in travelling because students can learn by themselves at their convenient time; and it allowed messenger and receiver to approach various forms of information, which the old type of media cannot do. There are many kinds of multimedia for education; one of them is the multimedia for learning in terms of repeating practice or skills practice. This kind of program focuses on learners to apply the knowledge correctly, fluently, quickly and precisely by practicing that subject for ling time, especially the foreign language skills and the math skills training programs. Regarding this program, it is the specific practice; although the practice order is certainly indicated, the learners can choose the practice program as needed (Thai Encyclopedia for Youth, n.d.). Moreover, this kind of media is useful for students who research knowledge in non-formal education systems and also supports lifelong learning. The use of technology in learning is evitable in the digital society, particularly instructors whose duty is to develop the education (Phothong, 2018). The subject that should be highly developed is English skills teaching and learning which is the weak point of Thai people.

Regarding the English proficiency measurement in the aspects of speaking, reading and writing, Thai children and people earned low score in average, being in the 53 rank from 80 non-native English countries worldwide. The ability to use English language of Thai people varies through the different education background, such as learners who study abroad, who study in private school or

religious school in Thailand may have better ability to use English language than children in other general schools. The problems about educational disparity are mainly caused by the economic status of family. Moreover, a problem of Thai people who learn English in Thailand is the speaking and writing skills. In Thai language, the pronunciation of final consonant might not match the spelling; most English alphabets are pronounced differently from Thai alphabets; thereby, Thai people faced the problems about pronunciation that they cannot pronounce from the throat or from the stomach like other languages (Ramangkul, 2018).

Therefore, the true learning comes from the recommendation about appropriate methods to encourage learners to learn by themselves by using various kinds of media to arouse the interest of learning in order to support and respond to the differences of each learners. The language activities that support the listening-speaking skills applied in managing the teaching can help learners to have meaningful learning at their convenient time. Thus, the use of multimedia through the online social media is a tool that can satisfy the English language learning well (Gagne, 1966).

From these mentioned problems, the researcher sees that the use of multimedia through the online network or the online social media in organizing the English teaching activities can develop the listening-speaking skills of Thai people well, In addition, the teaching innovation invented by the researcher can support the English language learners at all levels to be enthusiastic, to pay attention to develop the learning achievement, to have fast learning skills and motivation to learn to develop their English language skills.

2. Literature Review

2.1 The concept and theory about the use of multimedia in modern learning

Multimedia is to use many kinds of instructional media, for instant, material, equipment and teaching method in order to transmit the content. The teaching multimedia can be divided according to the presentation types, for example, projection media which are video clips, animation picture and sound or PowerPoint along with sound media.

Malithong (2005) described that multimedia is to apply many kinds of media together, both materials, equipment and methods in order to achieve the highest efficiency in teaching and learning. Each type of media would be used orderly according to the content. Nowadays, the computer is used to produce or control the work of equipment to present the information in forms of message, picture, graphic, photo, animation, video clip or sound in order to support the learners to understand, to be interested in, to analyze and to synthesize the knowledge by themselves. In addition, To-rat (1995) suggested the techniques and methods to create and develop the language instructional media that the forms of multimedia should be designed to encourage the instant interaction with the users in order that learners can have a meaningful learning following their own objective. Widdowson (1983) recommended that the instructors should try to connect the language being taught to the situations outside the classroom so that the learners can learn the direct experience from the real situations to practice the fluency in using language. The language activities should be appropriate with situations that might occur outside the classroom; the learners obtain the experience from real situation. In addition, the teaching management by using computer to present the contents is the direct teaching with the interaction between learners and computer.

In conclusion, the multimedia is a tool for teaching and learning management that have various forms that enable learners to be alert and instructors to develop themselves. It helps enhance the efficiency of both learners and instructors; therefore, it is suitable to be used in developing English skills of Thai people.

2.2 The concept and theory about online social media for developing English listening-speaking skills

The online social media is the education media for learning in the era of online society that is progressing rapidly. Many scholars mentioned about the application of online social media in education. Suppasetseree (1998) defined the benefit of online social media for education that it was to use the online social media in the beneficial ways, such as in the aspect of education, it can be used in searching for the knowledge, both academic, entertainment, medicine and other interesting aspects. The online network system for education will be an enormous library for those who want to search for the information in forms of message, media, sound and animation that helps learners to be enthusiastic and participate in learning. Regarding a good learning condition, it should be the active learning that learners can interact with lessons. The activities can assist learners to practice their skills in the class and to apply the knowledge outside the classroom efficiently. Parveen and Rajesh (2011) suggested the concept that the teaching on the internet network is an explicit picture of the combination between the present technology and the instructional design which generates a clear opportunity to widespread the education to the disadvantaged, to provide new equipment that supports the learning and to increase the convenient equipment that resolves problems about time and place limit. Furthermore, Damnet (2018) presented that the basic subjects of all levels of Thai education, from the primary school, secondary school, high school and higher education level, which English language learning must rely on the procedure of thinking and practicing the skills of listening, speaking, reading and writing. The English language teaching management nowadays needs adaption. The multimedia must be applied in order to modernize the teaching in the digital era. This can arouse the interest of learners and support the instructors to organize the English teaching activities to be in accordance with the set purposes for the effectiveness.

3. Research methodology

The researcher applied the qualitative research method by conducting the documentary research with the content analysis in

analyzing the data that demonstrated the behavior and practice that were concluded the reasonable opinion from the message or content. The content analysis was to synthesize the feature research that have been developed and used nowadays (Wiratchai and Wongwanit, 1999).

4. Result of data analysis

With regard to the results of documentary data analysis and content analysis about the use of multimedia and online social media in developing the teaching and the English listening-speaking skills, the researcher has reviewed the related researches in the past from the year 2010 – 2017, and found the research detail of each academician that are useful for research were as follows:

Miglbauer and Kotikoski (2015) studied about students' use of English outside the classroom and its impact on teaching the four skills: a best practice example of an online writing project. This paper discusses the results of a survey of about 160 students at two tertiary education institutions in Austria and one in Finland against the background of teaching the four skills in the English for Specific Purposes classroom. The informants completed a paper-based questionnaire on the topic of their use of social media and their use of the English language in this particular context. The paper addressed the students' usage habits and practices regarding social media; the kinds of different English learning needs and skills the students have developed; and what impact these results may have on teaching English at tertiary level. The results show that a high percentage of students use English in social media. Yet, a closer look at their practices reveals a focus on receptive rather than productive language use. Drawing upon these results, this presentation presents a best practice example of an online writing project between Austrian and Finnish Bachelor students, which we instigated to complement the students' use and skills of English.

Siripornpaiboon and Jarusawad (2013) studied about using social media services as an educational tool for English courses through the media and technology of students at Rajamangala University of Technology Lanna, Payap Campus, Chiang Mai Province. This was the survey research; using the questionnaires as the research tools. The samples were 200 students enrolled in the subject of English through the Media and Technology. The online social media used in teaching or developing English listening-speaking consisted of Facebook, Google, YouTube Twitter, Foursquare and Flicker. The results show that students have practiced their English listening, speaking, reading and writing suitable to the international culture by using various kinds of media that suited the education and research context. The students also had good attitude towards learning English by using the technological media.

Suthat Na Ayuttaya, Thongto and Panthong (2010) studied about the development of online lessons for communicative English based on local learning sources, Donkaidee Benjarong Village, Kathumban District, Samutsakhorn Province. This was the research and development. The sample group included 34 PrathomSuksa 6 students, 2nd semester of academic year 2010, Ban Klongkathumban (Bunpengutid) School, Kathumban District, Samutsakhorn Province. The social media used in teaching or developing the English listening-speaking skills was the E-learning multimedia via Google and YouTube. The findings revealed as the efficiency of the online lessons was 83.56/89.17 which is higher, than the standard of 80/80, and the posttest of learning achievement of the online lessons was higher than pretest at the .05 level of significant.

Prasartsilp (2015) studied about the development of E-learning using Edmodo on preparing English for work for undergraduate

students, Rajamangala University of Technology Suvarnabhumi, Suphanburi Center (RMUTSB). This was the research and development. The samples were students in the faculty of arts who enrolled in the subject of preparing English for work in the academic year of 2/2014, with the purposive sampling. The social media used in teaching or developing the English listening-speaking skills was the E-learning multimedia via Google and YouTube. The results show that the online lessons from preparing English for work was effective as specified criteria; and the achievement after learning was significantly higher than before learning at the level of .05.

Sukbanjong (2011) studied about interactive of E-learning courses for acting and media. This research uses the method of study in developing and action research by conducting together between researcher, experts in contents and media for education and students. The sample of this research consisted of experts and students, there were 2 contents experts and 2 media for education in the sample of expert which were chosen by purposive sampling. For the sample of students, they were chosen by purposive sampling from 50 students of College of Social Communication Innovation, Srinakharinwirot University who learn electronics lesson (E-learning) in Acting and Media in second semester, the year of 2009. The social media used in teaching or developing the English listening-speaking skills was the E-learning multimedia via Google and YouTube. The results show that in each unit study and all, the sample group of students has the average score after studied by electronics lesson (E-learning) higher than before study of .05.

Piromnark (2012) studied about use ability of instructional media in multimedia for student development study class in LSC303/LSM211 Transportation Management Business Faculty, Sripatum University. The random samplings is the student group and collect the data from 90 students. The social media used in teaching or developing the English listening-speaking skills was the E-learning multimedia via Google and YouTube. The result of students' satisfaction for instructional media had good average which to be concluded that the instructional media in multimedia hadan effect on the improvement of studying process for students.

Soontonphong (2016) studied about development of self-learning through electronic media in course furniture design and cost estimating. This study was a pre-experimental research study with one-group pretest-posttest design. The lessons were created on the Internet. The researcher created the lessons for the E-learning in the course in order to conduct the experiment with the samples who were undergraduate students. The research tool was the E-learning multimedia via Google and YouTube. The findings show that the average scores after the learning was significantly higher than that before the learning at the statistical significance level of .01. For the findings regarding the student satisfaction towards the E-learning, it was found that the students were satisfied and they had good attitudes towards the lessons.

Kansoongnern and Ruangrit (2015) studied about the development of E-learning on English for tourism by the Murdoch Integrated Approach (MIA) For Matthayomsuksa 4 Watthamjariyapiro School, Samutsakhon Province. This was the research and development. The samples were simple random sampling for selected class of 22 Matthayomsuksa 4 students of Watthamjariyapirom School. The social media used in teaching or developing the English listening-speaking skills was the E-learning multimedia via Google and YouTube, plus with the Webboard. The research results show that the students' reading comprehension of learning E-learning by the Murdoch Integrated Approach after the treatment was higher than before the treatment at .01 level of significance.

Kanchana et al. (2010) studied about the development of English teaching through m-Learning for the high school students in the Secondary Education Service Area Office 11. This was the research and development. The samples were 222 English language teachers and 394 high school students. The researcher used the sampling methods of Taro Yamane at the 95% confidence level. The online social media used in teaching or developing the English listening-speaking skills was the m-Learning. The result shows that the sample group needed the English language teaching via m-Learning at the high level.

Banlue (2010) studied about the suitable model of online learning and teaching for Ubon Ratchathani Rajabhat University. This was the research and development. The samples were 1) 80 teachers and students of Ubonratchathani Rajabhat University, 2) 3 experts in designing online learning and teaching, and 3) 84 of students of Computer Science Faculty those registered for Storage and Retrieval of Information course. The social media used in teaching or developing the English listening-speaking skills was the E-learning multimedia via Google and YouTube. The result shows that the achievement between students in online learning class and normal class was different without significance at level of .05. Therefore, the online learning class is effective as a normal class.

Vejpan (2017) studied about the development of online teaching media in the subject of Chinese for communication 2 for vocational student in the second year of Panyapiwat Technological College in the academic year 2017. This was the research and development. The samples were 60 vocational students in the second year with the quota sampling methods. The social media used in teaching or developing the English listening-speaking skills was the E-learning multimedia via Google and YouTube. The results show that the effectiveness of online teaching materials in Chinese for communication 2 was higher than the standard criteria set at 60/60; the efficiency of the score during study (E1) was 62.52 and the efficiency of the score after study (E2) was 66.92.

Raksapatcharawong (2016) studied about the effects of integrating online cartoon lessons into natural approach towards grade5 students' listening–speaking performance and interest in learning. The results show that English listening and speaking performance of the experimental group was significantly higher than the control group at the .01 level of confidence. The Interest in learning English of the experimental group was significantly higher than that the control group. It can be concluded that integrating online cartoon lessons into natural approach focused on students to develop their listening-speaking skills effectively and it also provoked the students to be interested in learning English. This led to good attitude towards learning English. This method was suitable to be applied in teaching English for developing the communication skills of students.

Ponglangka, Yeamkantithavorn and Meechaeng (2016) studied about the effects of using animation movie to develop speaking ability and satisfaction towards English studying of Matthayom Suksa III students of Phraowitthayakom School in Chiang Mai Province. The results show that the post-learning English speaking ability of Mathayom Suksa III students of Phrao Witthayakom School who were taught by using animation movie was higher than their E-learning counterpart ability at the .01 significance level; and the students' overall satisfaction with English learning by using animation movie was at the highest level.

According to all the above related researches, the researcher synthesized the multimedia and online social media forms used in English listening-speaking skills development, as follows:

The multimedia and online social media forms used in English listening-speaking skills development	Researcher												
	Miglbauer&Kotikoski (2015)	Siripornpaiboon and Jarusawad (2013)	Suthat Na Ayuttaya et al. (2010)	Prasartsilp (2015)	Sukbanjong (2011)	Pirommark (2012)	Soontonphong (2016)	Kansoongnern and Ruangrit (2015)	Kanchana et al. (2010)	Banlue (2010)	Vejpan (2017)	Ponglangka et al. (2016)	Raksapatcharawong (2016)
Social network: Google, Facebook, YouTube, Line Application	✓	✓											
Twitter		✓											
Foursquare andFlicker		✓											
E-learning													✓
E-learning multimedia via Google and YouTube			✓	✓	✓	✓	✓	✓		✓	✓		✓
Web-board								✓					
m-Learning									✓				
Animation movie												✓	

5. Conclusion

According to the data analysis results, in 2010 – 2017, the multimedia and online social media were used in developing the teaching and English listening-speaking skills of Thai people; which consisted of E-learning multimedia via online network, such as Google and YouTube the most. In addition, there were various kinds of social media, for example, Google, Facebook, Line, YouTube, Twitter, Foursquare, Flicker and m-Learning. The effect of using multimedia and online social media was that students had higher achievement after studying all forms; which means these instructional media can be used as the tool to develop English listening-speaking skills. However, it was found that the studies in the past still lacked the interactive multimedia and online social media in developing the instructional media.

6. Discussion

Regarding the synthesis results of synthesis of multimedia and online social media forms affecting English listening-speaking skills development of Thai people, all forms of media have resulted in higher learning achievement after studying. This is relevant to the study of Duangpummet and Chantarangsu (2016) about approaches to enhance English communicative competence of Thai people: a synthetic account of targeted research series in English learning promotion that the use of research results in the development of English language teaching and learning, the development of self-learning English materials that were suitable for adult learners, such as teachers or professionals, should be characterized by a specific career (Tailor-Made) that has the potential to meet the needs of the English language of each occupation group directly. Moreover, they can use English to communicate in real work situations by integrating media technology (images, audio, information technology) so that the created learning media were interesting, easy to understand and easily accessible whenever media users need it, as well as being able to stimulate and attract continuous learning from the media. This is also relevant to the study of Khan et al. (2016) about effect of social media on enhancement of English learning proficiency at University Level in Khyber Pakhtunkhwa. The result of this study showed that social media sources have a positive effect on English learners at university level because social motivate the English language learners and arouse their interest towards English language learning proficiency at university level.

7. Recommendations

The research results from this study should be used in conducting the experimental research in order to creating the online lessons in the future, as follows:

1) Plan and design the online lessons to suit the subject content and age of learners. The online lessons require the art of creating lessons that are interesting and easy to learn.
2) Before learning, learners should be informed and practiced the basic skills of using internet in order to be able to resolve the problems that might occur during the self-learning.
3) The lessons should be created by using the E-learning multimedia with the interactive method with all forms of lessons in addition to clicking to change the page, go back, select the menu or make a test.

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