The Implementation of Autonomous Learning through Multimedia Oral Presentations to Develop Students' Language Skills

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ABSTRACT
Autonomous learning has been implemented in various disciplines. In English Language Teaching (ELT), implementing autonomous learning through multimedia oral presentation could be one of the major strategies to develop students' language skills. This study aims to investigate the implementation of autonomous learning through a multimedia oral presentation as well as its challenges and obstacles fostering the significant development of language skills among students at an Islamic university. The study involved thirteen students majoring English Education regarded as students of the Z generation. The primary data was obtained through a video

project-based multimedia oral presentation, a semi-structured interview with open-ended questions. The observation of the videos with note taking and comments on YouTube were used as secondary data. Through a descriptive qualitative approach, a content analysis technique was used to investigate to what extent the implementation of autonomous learning through amultimedia oral presentation develops students' language skills. The study found that the students' performances ranged from competent to somewhat competent in their vocabulary and content coverage; and competent to minimally competent in their grammatical accuracy, pronunciation, comprehensibility, and presentation skills. Implementing the students' autonomous learning did not significantly develop their language skills due to students' lack of language proficiency, the absence of feedback, technical challenges, time constraints, and motivation. This suggests that the implementation of students' autonomous learningwith guidance is necessary to raise students' language proficiency and minimize the obstacles and challenges, and various technological tools with technical and practical strategies should befamiliarized with the students.

Keywords: *autonomous learning, language skills, multimedia oral presentation*

INTRODUCTION

Autonomous learning through multimedia oral presentation plays avital role in developing students' English language skills. Technology facilitates language teaching and learning since the Internet of Things has expanded. Modern classroom setting has significantly changed the traditional classroom atmosphere through multimedia technology, including web-based and non-web-based tools. English language learning has become more reliable, independent, autonomous, and engaging with multimedia tools to acquire the four language skills. A wide range of digital technologies enables students to engage in communication that amalgamates the four language skills by introducing novel proficiencies (Mantiri et al., 2019). For example, artificial intelligence, machine learning, and the Internet of things have already accomplished innumerable feats and are not novel concepts to the world (Madurai Elavarasan & Pugazhendhi, 2020). The

implementation of autonomous learning is quite possible primarily for students of the Z generation since they are socially accessible, open, fast, and have understandably complex visual imaginary, more responsible, and active in the development of visual learning (Fernández-Cruz & Fernández-Díaz, 2016). These positive characteristics complement autonomous learning with the support of technological devices and multimedia components.

However, the notion of students of the Z generation has been attacked for lack of empirical proof and substantive qualities (Tejedor et al., 2020). A few empirical studies criticize their characteristics as 'digital natives' (Z generation) compared to the older generation. Students who are more than 30 years old and consequently born before 1984 are capable of using technology and fit the characteristics of a 'digital native' (Poláková & Klímová, 2019) better than students of the Z generation. Moreover, the Z generation has weak communication skills, an inability to deal with negative feedback, low self-esteem, and low social engagement (Gentina et al., 2018). The Z generation uses a wide range of technologies for 'personal empowerment, entertainment,' and as 'content consumers' rather than 'content creators' for academic objectives (Gros et al., 2012). They appear to be less digitally competent when it comes to using technology to help their particular language learning. They are not equipped well enough to utilize the skills for personal and academic purposes. For instance, they need help to assess accurate information and are easily frustrated with the given tasks in online learning classes during the spread of the COVID-19 pandemic. Many students need more understanding when online lessons are delivered through the Internet and multimedia communication. They also have short attention and lack analytical abilities, which are essential to effective teaching/ learning. They are not equipped well enough to employ technology in a professional academic setting (Shatto & Erwin, 2016).

A few scholars have investigated the implementation of autonomous learning from active to passive. (Zulkepli et al., 2018) examined if a group of university-level ESL students can self-direct

their use of technology for efficient language learning. The result showed that online exercises and quizzes are the most popular Web tools for learning a language. Online discussion/forums, public websites, blogs, and online video/audio follow this. Even though these ESL students were able to locate and choose the many technologies for autonomous language learning, it might be said that their main options seemed to be limited to the traditional ones. (Ginting et al., 2021) developed a descriptive overview of the learningautonomy among 37 participants in an Indonesian Massive Open Online Course (MOOC). The results showed that only a tiny portionof students were truly autonomous, while the majority were not and found it challenging to complete the MOOC program. (Rosell- Aguilar, 2018) studied autonomous language learning using a large-scale survey (n = 4095) into the usage of one of the busuu mobile apps (over 60 million registered users), the most widely used language learning apps. The findings indicated that the majority of beginner-level users learned for personal interest. The application has improved their vocabulary as the key area of growth. A senior high school in Indonesia, (Ramadhiyah & Lengkanawati, 2019) explored the teacher's efforts on 36 students' perceived learner autonomy to promote the 2013 Curriculum. The results demonstrated that the teacher had a basic understanding of learner autonomy as autonomous learning outside of the classroom. Inimplementing the 2013 Curriculum, the teacher took the initiative to encourage student autonomy by making certain efforts. Nevertheless, the instructor has not yet given the learning process a wide range of authentic resources. Because they were still used tothe teacher-centered learning environment, the learners' attitudes regarding the viewpoints on learner autonomy did not suggest thatthe students were autonomous learners.

In some areas of Indonesia, autonomous learning through multimedia oral presentation utilizing technological components to develop language learning is relatively low in particular. Moreover, the implementation of autonomous learning does not significantly exist in the area of English Language Teaching (ELT), particularly to develop productive language skills. At this point, there needs to be

more research on students of the Z generation implementing autonomous learning through multimedia oral presentation video projects as an innovative language teaching practice rather than a traditional oral presentation. To fill this gap, the present study examined the implementation of autonomous learning through a multimedia oral presentation among university students to develop their language skills with the following research questions addressed:

1. What extent does the implementation of autonomous learning with a multimedia oral presentation project develop language skills among university students?

2. What are the obstacles and challenges in implementing autonomous learning with a multimedia oral presentation project in developing language skills among university students?

The idea of autonomous learning has been discussed extensively since Holec introduced it to the field of education in the 1980s. They have stressed the distinctive characteristics of autonomous learning from various perspectives. According to Holec (1981), the ability of learners to be in charge of their education emphasizes the independent learner's subjective responsibility (Reinders, 2016). Holec and others promoted this notion in European Language Education in 1981 (Ivanovska, 2015). It has been interpreted in language education as 'learner autonomy,' 'learner independence,' 'self-direction,' 'autonomous learning,' and 'independent learning.' As a result, autonomous learning is now widely used in education. The methods of autonomous learning employed nowadays to impart knowledge are concentrated on the new form that allows students to control their learning (Orawiwatnakul & Wichadee, 2017). Autonomous learners establish their learning objectives and pursue them as they progress through the learning process (Du, 2020).

Foreign language learners frequently struggle to access and understand the target language in their immediate physical settings, making outside-of-class exposure to and use of the language, mediated by technological resources, vital to language learning. Educators can encourage foreign language learners to use

technological resources to enhance their language learning by having an understanding of how their out-of-class self-directed, technologically enhanced language learning experience interacts with their learning goals (Lai, 2019). Since the introduction of (Technological Pedagogical Content Knowledge (TPACK) framework by Lee Shulam's (1986), a new knowledge type is needed as a combination of teachers' knowledge areas to build the understanding of effective methods to teach – Technological Content Knowledge (TCK), Technological Pedagogical Knowledge (TPK), and Technological Pedagogical Content Knowledge (TPCK) (Lincoln Gill & Barney Dalgarni, 2017).

The relationship between computer-assisted language learning (CALL) research and practice and autonomy has grown both more complex and more promising in the 20 years since the establishment of Language Learning & Technology (LLT). By giving students access to resources and the freedom to work at times and places of their choosing, early thought anticipated that the use of technology would directly and frequently unilaterally have an impact on their independence (Reinders, 2016). It is beneficial that technology provides autonomous learning with the independent choice to complement English language teaching. Autonomous learners in this case are necessary to learn more than just what their teachers/lecturers teach them to grasp the language goals. Autonomous learners have to take responsibility for those decisions to access most of the existing resources with technological resources, particularly outside the school environment. Therefore, the ability to learn independently is beneficial and important for language learners to learn based on their priorities. Since suitable resources and native speakers are very limited particularly in some parts of Indonesia, integrating technology to implement autonomous learning is helpful in English language teaching and learning. The integration of media technology with network communication technology has given rise to video, phone, and other technologies that are now among the most prevalent in the information society. These technologies have altered people's routines and ways of life and will continue to affect how people live,

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learn, and work (Guan et al., 2018). In language teaching, multimedia significantly improves in capturing the learner's attention in many different ways and can be adapted to suit various learning preferences at various levels with different expectations and results (Syed, 2008). Incorporating various media aspects in multimedia or digital learning materials helps students develop mental representations that enable information processing. Digital learning tools use a combination of text, image, video, and audio to provide information, which is made up of content and, occasionally, learning activities (Abdulrahaman et al., 2020; Rozelin et al., 2024). The availability of materials such as graphics, animations, audio, and video clips are particularly illustrative since it helps learners practice and convey a language in novel ways.

It is a common practice to employ computers or other multimedia tools to supplement English language teaching and learning in the classroom. Instructors can use pictures and videos to demonstrate new material, so students can learn new information and develop excellent skills in a pleasurable setting. Zin, in his research titled "Relationship Between the Multimedia Technology and Educational in Improving Learning Quality," emphasizes the significance of technology application in educational practices to prepare generations who can face challenges, one of which is the application of multimedia technology (Haqi & Astuti, 2020). The integration of multimedia in language teaching and learning provides a dynamic, immersive, student-centered approach, enhances engagement through multiple sensory channels, and facilitates comprehension and retention of language skills to promote effective language acquisition. With computer-assisted language learning (CALL), the Internet and other computer-based resources support the implementation of students' autonomous learning. Therefore, through multimedia oral presentations, the writers explored the implementation of autonomous learning among students majoring English education at an Islamic university to develop their language skills.

Theoretically, the results of this study are expected to complement the implementation of autonomous learning with a

multimedia oral presentation project, to recommend optimistic suggestions for practitioners and curriculum makers to enrich the implementation of autonomous learning with multimedia oral presentation projects in developing students' language skills and to identify the obstacles and challenges in implementing autonomous learning with multimedia oral presentation project in developing the language skills among university students. The results of the research practically consider as a technical reference to raise the understanding of the implementation of autonomous learning with multimedia oral presentation project in developing the language skills. Moreover, it is to suggest practitioners, lecturers or English teachers that the implementation of autonomous learning can be used as a language project in developing students' language skills.

RESEARCH METHOD

This case study employed a qualitative approach to address the research questions mentioned earlier. Qualitative researchers gather information by themselves by looking at papers, watching behavior, or interacting with participants. Although they may employ a protocol—a tool for capturing data—the researchers are the ones who gather and analyze the data. Qualitative researchers frequently collect data from a variety of sources, including interviews, observations, documents, and audiovisual materials (Creswell, 2018). Meanwhile, the case study is a type of research design used in many fields, particularly evaluations, in which the researcher conducts an in-depth analysis of a case, which is often a program, event, action, process, or interaction of a person or more people. In this case, data of this study were obtained from multimedia oral video presentations, interview, observations on the videos and comments on YouTube to analyze a case of a process and interaction of students' implementation of autonomous learning through multimedia oral presentation.

Thirteen undergraduate studentsmajoring in English language teaching were involved as research participants. They were selected using the purposive sampling technique to ensure that the participants met the research requirement; they had taken a Public

Speaking course the previous semester. The participants are divided into four groups to prepare a multimedia oral presentation and deliver a recorded presentationfor further analysis. The data of the study were taken from a project- based multimedia oral presentation video, a semi-structuredinterview with open-ended questions, observations and video comments on the YouTube platform after the projects were uploaded to support a wider understanding of the issues addressed and to eliminate the drawbacks of a small data sample gained. The following Figure 1 shows a set of steps before data collection.

Figure 1. Pre-Data Collection Procedures

First, thirteen participants were divided into four groups. Then each group of participants was given a general presentation topic - *"Technology Enhancing Language Learning"* to create a video presentation project. At the beginning of their preparation, the participants independently searched for relevant literature based on the given topic. The participants then created a specific concept related to the topic. After preparing a presentation, the participants recorded oral presentation using a chroma key a green. The duration of the video was approximately fifteen minutes, with 3-5 minutes allocated for each participant in one group. Then, they edited their videos before submitting them to the researchers. After submitting the video projects, another procedure was applied to collect further information.
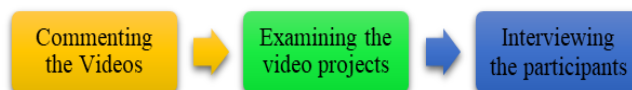

Figure 2. Data Collection Procedures

Figure 2 illustrates how data were collected. First, the individual group participant provided some comments stating their experiences making a multimedia oral presentation project. Then, the writers examined the video projects using an adapted and adopted video evaluation rubric (Yu & Zadorozhnyy, 2022). The rubric provided a guideline to assess the participants' implementations of autonomous learning in improving language skills. Further, the writers conducted a semi-structured interview with open-ended questions to gain more data to support a wider understanding of the issues addressed and to eliminate the drawbacks of a small data sample gained. The interview was conducted personally via Zoom meeting, and the participants agreed to be recorded for further analysis.

The analysis technique was moved from one cycle to another using a content analysis technique. The adopted model analysis was used with a five-phased cycle. The phase of the data analysis includes compiling data, disassembling (data resolution), reassembling data (restructuring), interpreting data, and concluding the result (ZDEL et al., 2001); (Yin & R. K., 2011). The following figure shows how the procedures are followed.
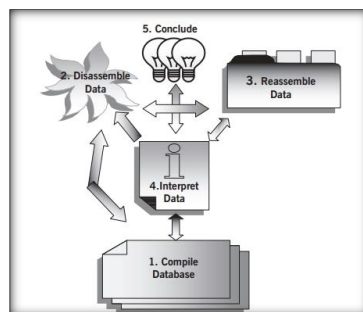

Figure 3. Data Analysis Model

The analysis moves through five different phases. The single arrow shows the sequencing among the phases, and the two-way arrows imply the interrelation between them (Yin & K. R, 2011). The following explains how the researcher uses this model to begin the data analysis. *First,* the data taken from the videos and their script, interviews, and observations are compiled by sorting and

putting them together in some order as a database. The process of sorting and putting data together is called *compiling* data which is important to organize the original data into a formal database before moving to the other cycles. *Second,* after data is compiled, they are broken down or dissembled into smaller pieces or fragments. Thematic fragments, groupings, or even codes are needed to reorganize the fragments. In addition to data coding, the writer used NVivo 12 Pro software as a qualitative research tool to help with organizing and data visualization. *Third, disassembled* data are thematically organized, which involves a coding process. The interview scripts, video scripts, and other supplementary data are read many times as a process of testing codes (a trial-and-error). This process is considered data reassembling to emerge data into some patterns or categories with arrays, tables, charts, diagrams, or other tabular forms. According to Yin, rearrangements and recombination can be aided by graphically displaying the information or arraying it in entries and other tabular forms. Again, the two-way arrow in the figure of the model analysis indicates how the assembling and disassembling phases can be repeated several times alternatingly (Yin & K. R, 2011). The reassembled data in the fourth phase are visualized to provide new narratives based on unit analysis. To narrate data, data visualizations are used to help present analysis drafts. This fourth process is part of interpreting the resembled data in the previous phase. *Fifth,* the interpretation process may loop back and forth to recompile data in the database or reconstruct the data differently, as depicted by one-way and two-way arrows in the figure above. Yin mentions that good studies must go two steps further, attempting to interpret the results and then drawing conclusions from the entire study (Yin & K. R, 2011). *Last,* the researcher concludes the entire data interpretation result and relates all the possibilities to all the phases of the cycles. In this phase, all possible findings are put in order with appropriate words to tell the world all the possible significance of the research.

RESULTS AND DISCUSSION

The data analysis shows that the participants' performances range from competent to somewhat competent in their vocabulary and content coverage and from competent to minimally competent in their grammatical accuracy, pronunciation, comprehensibility, and presentation skills.

The participant choices of English vocabulary for most contexts were good, and the phrasing errors were minor for the most part. However, some of the vocabulary and phrasing use could be more appropriate, in some cases, not for the most context.

> *"Ok. After we introduce ourselves, we will immediately show thefinal project that course Technology Enhance Language Learning or TELL. And we choose to use Webtoon technology for Reading Skills".* (Group 2, April 9, 2023, https://youtu.be/AnfPXKAJEro).

Although the overall use of vocabulary and phrases was effective formost contexts, the presenters' vocabulary choices and phrases had yet to develop their sentences, phrases, or vocabulary choices significantly could be developed better to meet the expectation.

The grammatical accuracy among presenters varied depending on their language proficiency and experience. Some presenters had competent grammatical accuracy and were able correct grammatical errors with additional software like Grammarly. They could use complex grammar structures in their presentation. On the other hand, some presenters had lower levels of grammatical accuracy and struggled using proper grammar in their presentations due to a lack of grammar knowledge, limited exposure to the language, or simply a lack of attention to detail or ignoring the grammatical accuracy when giving or practicing a presentation. It is important to note that occasional grammatical errors or slips are typical and should not necessarily detract from the overall quality of the presentation as long as the message is clear and well-organized.

> *"Ok Good morning, everyone. We are from group 2, which will be*

> *shown in our discussion today. Before I will **to** [unnecessary] introduce myself. My name is EH as the moderator today and the four **person** [people] of my team ----, ----, and (pseudonym).*
>
> *With the development of webtoon throughout the country, this is why webtoon can **used** [missing auxiliary "be"] any languages. We can choose **with** [a] language when we want reading aa and why webtoon also interact Indonesia aa because Indonesia has **the** [a] large number of [can be 'many" to avoid the sentence sounds wordy] internet **users** [user(s)] from all over the world"*

(Group 2, April 9, 2023, https://youtu.be/AnfPXKAJEro).

Unnecessary grammatical words were highlighted in **bold** found in their presentations such as the use of verb forms (to-infinitive), (auxiliary verb with a past participle, which is incorrectly used in passive sentences); singular-plural nouns; missing or incorrect use of prepositions; and both definite and indefinite articles. In the following presentation extract, problems such as subject-verb agreement, singular and plural forms, missing verbs, articles, and parallel structures also appeared. The explanation in brackets indicates acceptable grammatical use.

> *"So we are here from group four. And my **name** [missing auxiliary verb 'is'] --- [pseudonym] as [missing indefinite article 'a'] moderator and my group member [members] **is** [are] RE and DL. We [missing auxiliary verb 'are'] here today to present about technology Facebook to Reading skills. Facebook is [missing indefinite article 'a'] networking website where users can join communities such as cities, **work** [works], school [school] and regions to connect and interact with other people. Facebook was launched **and** [unnecessary] on February 4th 2004".* (Group 4, April 2023, https://youtu.be/nqpvWZR2M3c).

Although the presenters used writing software like Grammarly to check their writing, their capabilities to maximize the software's features were low, and autonomous learning was not optimally implemented. As a result, the presenters' competencies varied depending on their language proficiency, academic writing experience, and technical use of the supporting software. Therefore,

presenters made some common grammatical errors and slips in their preparation, particularly when presenting a presentation in front of a camera.

Most participants checked their pronunciations using Google Translate, Google Voice, and U-dictionary when rehearsing their presentations. Although Google Translate [a particular feature], Google Voice, and dictionaries can be helpful tools for checking the pronunciation of individual words or short phrases, there may need to be more reliable and accurate methods for assessing pronunciation in multimedia oral presentations.

Regarding comprehensibility, the participants' performance ranged from competent to minimally competent. Only one participant could be categorized as a competent presenter. Minority of these presenters had very different capabilities compared to other presenters. They could accurately pronounce the individual sounds, word stress, word endings, intonation, and rhythm. They occasionally made non-native pauses or hesitations that did not interfere with comprehensibility. Compared to most presenters, their pronunciation rarely impeded communication when presenting the topic in front of the camera. At the same time, the majority of the presenters were somehow competent and minimally competent in their pronunciation comprehensibility measured based on speech sound disorder – articulation and phonological disorder which manifested in different ways such as difficulty producing specific sounds and substituting one sound for another or distorting sounds, *leaving out and adding extra sounds.*

> *"Before I will to introduce myself. My name is -- (pseudonym) as the moderator today and my team's four person (not clearly stated) ----, , and ----.*
>
> *Ok. After introducing ourselves, we will immediately show the final project, a technology course that enhances language learning or TELL. And we choose to use Webtoon technology for Reading Skills".* (Group 2, April 9, 2023, https://youtu.be/AnfPXKAJEro).

The presenter replaced the sound /f/ in the word "before witha /p/ sound," and *"Before I will to introduce myself* ."The word *beforeis supposed to be pronounced* /bɪˈfɔːr/ instead of /bɪˈpɔːr/ like the sound /f/ in the word "four"; the sound /ə/ in the word "introduce" was replaced with sound /o/ as well as the sound /dʒu/ was replaced with /du/, *"After we introduce ourselves.*" The word introduce was supposed to be pronounced /ˌɪn.trəˈdʒuːs/ instead of/ˌɪn.troˈduːs/. Moreover, the sound /vz/ was replaced with /p/ in the word "ourselves" which was supposed to be pronounced/ˌaʊəˈselvz/ /ˌɑːˈselvz/ or /ˌaʊ.ɚˈselvz/ /ˌaʊrˈselvz/ instead of /ˌaʊəˈselp/; and the sounds /tek/, /ə/ and /dʒi/ in the word "technology" were replaced with sound /ch/, /o/ and /gi/ respectively. The word "technology" was supposed to be pronounced /tekˈnɒl.ə.dʒi/ or /tekˈnɑː.lə.dʒi/ instead of /techˈnɒl.o.gi/.

In the following presentation extract, the presenter left out the sound /t/ in the word *"published*," the sound /id/ in the word *"presented"* and the sound /ei/ in the word *"moderator.*"

"Webtoon is a collection of storytelling pictures published online or webcomic as well can access aa via android, laptop, tablet, and other profit that they are connected to the internet." (Group 2, April 9, 2023, https://youtu.be/AnfPXKAJEro).

"Ok. Thank you for being the moderator. Today, I want to explain how to use Webtoon. The first is the teacher conduct face-to-face learning with students and the teacher display material from the webtoon via Google map or Zooms and othersand then a student are asked to listen and understand the material presented and finally the teacher explains how to use the Webtoon application to students". (Group 2, April 9, 2023, https://youtu.be/AnfPXKAJEro).

The word *"published"* was supposed to be pronounced /ˈpʌb.lɪʃt/ or /ˈpʌb.lɪʃt/ with an additional ending /t/ because the -ed ending sounds /t/ in this context. Meanwhile, the word *"presented" was supposed to be pronounced* /ˈprez.əntid/ or /ˈprez.əntid/ with an extra sound /id/. Finally, the word "moderator' was supposed to be pronounced /ˈmɒd.ər.eɪ.tər/ or /ˈmɑː.də.reɪ.ʈɚ/ with the /ei/ in the third syllable.

Minority of the presenters could deliver the presentation with constant eye contact; the engagement – speaks with enthusiasm and confidence with short pauses; They confidently spoke using appropriate intonation and rhythm of speech; their speech flow was also adequate compared to the other presenters with a variety of lower capability presenting in front of the camera. In short, most presenters could not effectively deliver a multimedia oral presentation, and their autonomous learning resulted in very far from the expectation in this category. The challenges and obstacles will be discussed in section 4.2

There was a minority of the presenters demonstrated higher competence. Most of them were adequate in 'delivering' their presentations. Below half of the presenters could effectively articulate the key terms and concepts related to the topic, resulting in a video product that mostly achieved its intended goals despite minor inconsistencies. The information presented was relevant to the theme, and the supporting information was straightforward. However, there were some instances where the connections between the supporting information and the main topic must have been better clarified. Meanwhile, most presenters could mention the topic's essential terms and concepts, but they must have been more clearly explained. Additionally, there were instances where the information presented needed to be connected to the central theme, which further added to the audience's confusion. As a result, the content of the video only partially achieved its goals, leaving the audience needing clarification about certain aspects of the presentation.

The obstacles and challenges in the implementation of autonomous learning through multimedia oral presentation projects in developing language skills

The majority of participants have lack of English language proficiency. They work harder in delivering their presentation and are afraid of making mistakes in terms of English pronunciation and intonation patterns which involves accurately producing sounds, stress, and intonation patterns observed in their video presentation production. As a result, most participants memorized what they

would present and looked at the text for the most part.

Before giving a presentation, they only used speech recognition websites like Google Voice, Google Translate, and Grammarly to develop their pronunciation and grammatical accuracy. However, Google Voice or Google translation features do not precisely capture some aspects of pronunciation.

Autonomous learning requires individuals to evaluate their progress and assess their learning. Some presenters in this context found this challenging and needed help to gauge their progress accurately.

"I felt very nervous when presenting in front of a camera, making it difficult to deliver the presentation. There was no close friend who gave me feedbacks, my pronunciation, good, right or less precisely. So, I feel like I challenge myself. Like it or not, I have to try it." (Interview Transcription, RFA; lines 53-56).

While autonomous learning empowers students to take control of how they learn a language, any guidance and support serve to ensure correct pronunciation, resolve concerns, offer feedback, and promote ongoing development. Teachers can empower students to effectively improve their pronunciation abilities and identify improvement areas or feel lost or uncertain about their progress by providing insightful advice and a positive learning environment.

Developing language skills through multimedia oral presentations can be a powerful and engaging strategy, but it also comes with technical challenges. Most presenters are new and unfamiliar with certain aspects of the English language, especially when presenting in front of a camera. As a result, most presenters felt nervous, making it challenging to deliver the presentation.

"The problem is that when we are delivering the presentations in front of the camera. To be honest, when I look at the camera, I'm a bit nervous... it's a bit difficult to say that out of the way. My first feeling was nervous, the first time I was nervous, I was afraid because I would embarrass myself if I made a mistake" (Interview Transcription, RFA; lines 46-50).

Most of the presenters have different levels of familiarity with technology which involves software programs, equipment, and devices. The level of technical proficiency required varied depending on the specific requirements of the presentation and the presenter's previous experience with technology. The presenters need help mastering language software applications and computer multimedia programs to help them enhance the quality of language production through multimedia oral presentations. They need help to ensure that the content flow smoothly and that the multimedia components complement the spoken words. It is essential to balance the benefits of multimedia with the potential hurdles to create effective and enriching language learning experiences with careful planning, training, and collaboration among educators and other students.

Making an oral video presentation can be time-consuming. Time investments in planning, recording, editing, and post-video production are significant obstacles because the participants had tight deadlines during the semester. Most of them were suggested to write a script outlining the key points they wanted to cover and how they presented them. The process took time to learn and refine to create a compelling story or argument. Moreover, recording high-quality audio and video is time-consuming. They had a lack of time to ensure that the lighting, sound, and camera angles were all optimized for the best results. Much time is to edit the video and to create a polished final product, such as cutting out unnecessary video parts, adding visual aids, and animations, and adjusting the sound levels. Furthermore, the participants were not motivated enough to look further into suitable resources or other applications to help them correct their grammatical words, prepare the presentation, and enhance their pronunciation and presentation delivery.

The findings indicated that implementing autonomous learning through multimedia oral presentation could be used as a practical strategy to develop language skills when it comes to personalization of students' willingness to employ various language learning sources and strategies through multimedia technological

tools; *flexibility of students'* schedules around their other commitments and *motivation, and exploration of* different aspects of language learning as the goals of the student-centered approach*.*

First, the integration of technological devices beneficially supports autonomous learning to personalize their learning experiences to meet their unique needs, interests, and goals. Implementing autonomous learning requires autonomous learners to be more active, grasp information in many ways, and employ various language learning sources and strategies through multimedia technological tools. However, in a university setting, one of the difficulties colleges confront in adjusting to these digital processes is maintaining and enhancing students' academic engagement (Bond, 2020); (Campbell et al., 2019); (Heidari et al., 2021). The relationship between the involvement of students in technology-enhanced learning (TEL) and technological skills has received little attention despite the growing digitalization of education (Bergdahl et al., 2020). As a result, personalization of students was lacking which came up with challenges and obstacles during the implementation of autonomous learning.

*Second, a*utonomous learning is flexible to meet learners' schedules and fit language learning around their other commitments. However, participants' commitments were minimally maintained. As a result, the performance of multimedia oral presentations as part of autonomous learning varies. To maximize the participants' potential, teachers-centered still plays a significant role in helping students implement their learning autonomy. Indonesian learners dominantly tend to be supervised by teachers' instructions which is 'culture learning' regarding teaching and learning materials, activities, and evaluation (Ramadhiyah & Lengkanawati, 2019). As a result, most participants did not significantly implement their language learning autonomy through multimedia oral presentations. In today's knowledge-based society, educators must transmit knowledge to students and give them the skills necessary for independent learning. The basis for all abilities is the capacity for autonomous learning. Enhancing college students' capacity for independent learning is crucial for

developing their whole potential and creating top-quality skills (Lou, 2021).

Third, autonomous learning is often associated with motivated language learners. When learners take ownership of their learning process, they should become more invested in the outcome and raise their awareness of exploring different aspects of language learning in terms of grammatical accuracy, pronunciation comprehensibility, and fluency. External motivation or accountability can come from sources such as teachers, parents, peers, or institutions, and learners may need to rely on intrinsic motivation and self-accountability to stay engaged and committed to the language learning process. However, the study revealed that not all learners were motivated enough to be autonomous language learners. In line with this, not all students have the same motivation and learning styles (Li & He, 2016); (Şener & Çokçalışkan, 2018). Different learning styles might demotivate them from exploring the language aspects they are learning. For example, those who prefer learning a language with audio might be interested in listening and becoming passive learners. Visual learners may engage with drawings, graphics, photographs, graphical information, diagrams, films, exercise resolution, and questionnaires (Dantas & Cunha, 2020). A similar study identified that Chinese students prefer visual learning the most, followed by auditory and kinesthetic styles. The result indicated that educators should adapt their teaching approach appropriately to improve English teaching significantly (Huang et al., 2018).

Fourth, autonomous language learners have something to do with exploring different aspects of language learning. Fostering students to be autonomous learners is one of the goals of the student-centered approach. It has been suggested that students studying a foreign language must actively participate in learning outside the classroom (Fatmawati & Wirza, 2022). However, applying a model of a student-centered classroom can be challenging in a particular setting. Language proficiency and technical ability to operate such technological tools are significant barriers for them when implementing autonomous learning to

develop language skills. Participants must be more capable of employing particular multimedia tools to explore the language learning components, raise learning awareness, and need much more help from the language instructors. In line with this, an investigation to study the needs of the learners in growing their learner autonomy according to low and high proficiency levels based on their TOEIC scores showed that for pupils to develop their levels of autonomy, teachers must assist them (Tomita & Sano, 2016). As a result, implementing learners' autonomy faces significant challenges in developing language skills. It revealed that the students' limited aptitude impeded the educators' ability to implement pedagogical tactics in their instruction. This hindrance may also stem from the pupils' need for more motivation (Fatmawati & Wirza, 2022).

Overall, to successfully implement autonomous learning through a multimedia oral presentation to develop language skills, some factors may affect the learners depending on learners' language proficiency, technical backgrounds, attitude, motivation, and understanding of the concept of being autonomous learners, particularly in *the subject being addressed.* To overcome it, technical strategies and useful motivation are necessary. The participants' involvement could be more enthusiastic in learning relevant resources, tools, and additional initiatives to enhance the quality of their language development.

CONCLUSION

The present study explores the implementation of autonomous learning through multimedia oral presentations to develop students' language skills. As a language learning strategy, implementing autonomous learning through multimedia oral presentation could be used to develop autonomous learners' language skills. Exposure to various language sources and the support of technological tools makes learners' language learning experience more engaging and effective, facilitating language acquisition and skill development. This strategy allows learners to independently explore and interact with language resources,

practice listening and speaking, and improve comprehension and pronunciation.

However, some participants face challenges, and obstacles including lack of language proficiency, limited feedback, technical challenges, time constraints, motivation, and other factors preventing the success of autonomous language learning strategies. The results suggest that useful guidance is necessary to minimize learners' obstacles and challenges, particularly when producing video project-based multimedia oral presentations. The study notices that the implementation of autonomous learning has to consider the learners' language proficiency, technical ability, and attitude, including motivation to explore the subject investigated. More feedback, technical learning strategies, language awareness, and enough preparation are needed to develop learners' competencies maximally. In terms of the development of pronunciation skills, it is still beneficial to seek an experienced language instructor to help with the language improvement. For academics, implementing autonomous learning through multimedia oral presentation provides an insight model of language teaching strategy to help learners acquire, develop, and empower various learning opportunities for future professional development.

Acknowledgments

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