

# DISCOURSE ANALYSIS IN THE USE OF OPEN EDUCATIONAL RESOURCES (OER) IN AN ONLINE SPEAKING CLASS: A MULTIMEDIA GENRE APPROACH

Lidwina Sri Ardiasih<sup>1</sup> Frimadhona Syafri<sup>2</sup> Audi Yundayani<sup>3</sup>

<sup>1</sup>Universitas Terbuka (INDONESIA)

<sup>2</sup>Universitas Negeri Semarang (INDONESIA)

<sup>3</sup>STKIP Kusuma Negara Jakarta (INDONESIA)

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## Abstract

During the last few decades Open Educational Resources (OER) has been intensively recommended by the United Nations Educational, Scientific and Cultural Organization (UNESCO) as open learning resources to be used by both educators and learners to support the learners' learning process. Various kinds of media genre are available such as digital texts (digital journals or books), audios, videos, animations, and other multimedia. PBIS4306/Speaking III is one of compulsory courses offered by English Language Study Program of Universitas Terbuka (PBIS UT). Since UT applied open and distance higher education, online tutorials are very important in helping learners learn independently. Therefore, the tutors must be able to provide learning materials and activities that are accessible and effective to assist the participants in their learning process, especially in improving their language skills. It is the responsibility of the tutors to be creative and innovative. Thus, the use of OER is one alternative taken by the tutors with the expectation of helping the participants gain meaningful learning experiences. In this article, the writers aim to 1) describe the online tutorial activities of PBIS4306/Speaking III Course, 2) analyze the implementation of OER utilization in the online tutorial of PBIS4306/Speaking III Course in terms of multimedia genre approach, and 3) analyze learners' perceptions towards OER material utilization in the online tutorials of PBIS4306/Speaking III Course.

## 1 INTRODUCTION

Recently many schools or colleges begin to apply online learning or e-learning. Universitas Terbuka (UT) is one of the state universities in Indonesia applying Open and Distance Learning (ODL). United Nations Educational, Scientific and Cultural Organization (UNESCO) defines ODL as an educational system in which teaching and learning activities are conducted apart from time and place and technology has a very important role in supporting the learning process (Chifwepa, 2008). With the ODL system, one of the characteristics that enables UT's learners successful is becoming independent learners.

PBIS4306/Speaking III is a compulsory course provided by the English Language Education Study Program (PBIS) UT using Moodle service for its online tutorials (tuton). This program enables the tutors to provide materials in various kinds of media, such as texts, videos, audios, animations, or combinations of those media known as multimedia. Providing various media is very important in learning language skills, including speaking skills. This paper is aimed at 1) describing the online tutorial activities of PBIS4306/Speaking III Course, 2) analyzing the implementation of OER utilization in the online tutorial of PBIS4306/Speaking III Course in terms of multimedia genre approach, and 3) analyzing learners' perceptions towards OER material utilization in the online tutorials of PBIS4306/Speaking III Course.

### 1.1 Open Educational Resources (OER) and Its Application in Online Tutorials

The use of open educational resources (OER) has grown and widely promoted, especially since it was formally introduced by the UNESCO in 2002 hoping that learners can increase their knowledge by utilizing open learning resources recommended by educators. UNESCO defines OER as teaching, learning, or research materials that are available in the public domain or released with an intellectual property license for free use, adaptation, and distribution (UNESCO, 2012). From the definition,

educators are free to use learning resources and can adapt or modify certain materials as needed, and even share them in the form of links to other users. OER is highly recommended because of its flexibility and accessibility to support the teaching and learning process. It enables the users to easily copy and share the available contents without asking permission from the owners. However, the users must put correct and clear address of the sites as the resources.

## **1.2 The Use of OER in Enhancing Learners' Speaking Skill**

Speaking is one of the productive language skills in which the activeness to produce a language is the key of the successful performance. Learners need some time to learn knowledge about the skill as well as to make it a habit. Some strategies are suggested in developing speech skills i.e. the learners have to take the initiative by getting involved in self-help groups, attending conversations, going to the movies or recording them off-air, and other activities that enable them to enhance their speaking abilities (Hurd, 2000). The learners' success in practicing speaking skills is determined by their motivation to engage in the practice of speaking in a conversation actively and watching a movie or video. This opinion is supported by Adinolfi that many activities the learners do as part of their course are intended to prepare themselves for communication by focusing on specific aspects of the foreign language, the appropriate use of words or phrases as a particular grammar point or their pronunciation (Hurd and Murphy, 2005). The understanding of the conversation through those strategies is important in learning grammatical knowledge as well as providing a meaningful experience in pronunciation practice. Thus, to communicate effectively, learners need to practice through real-life tasks, situations involving them in the use of language according to the context.

Based on the use of multimedia in enhancing speaking skill, Secules, et.al. explain that the advantage of using video programs for learners is that video permits second language learners to witness the dynamics of interaction as they observe native speakers in authentic settings speaking and using different accents, registers, and paralinguistic cues (e.g. posture, gestures) cues (Secule, Herron, Tomasello, 1992). The use of videos allows learners to gain insight of the dynamic interaction of native speakers with authentic conversational backgrounds. Moreover, some benefits of learning a foreign language via video such as commenting on subjects' lowering of inhibitions to engage a native speaker in real conversations, a greater ability to understand native speakers in real conversations, and an enhanced ability to speak (Coniam, 2001), have shown the good effects of using videos to engage learners in real-life situations in conversations to improve speaking skills.

In relation to the function of the multimedia presentation, Simonson, et al. explain four key stages of success in an online classroom that uses technology in its learning, particularly in the process of selecting the appropriate technology, i.e. (1) testing the right instructional technology, (2) determining the learning outcomes (competencies to be achieved), (3) identifying learning experiences and customize it with the available technology, and (4) preparing the learning experience to be presented online. (Simonson, et.al., 2014). Those four stages can serve as a reference for the tutors to provide the right material with meaningful activities for the learners. Instructional technology should support the learning process of learners so that they understand the materials optimally. Furthermore, if the technology is available but without a clear purpose or competence, the learning process does not work. Tutors should refer to the main outcomes or competencies that learners must achieve. The learning activities offered must also be accessible and acceptable. The selection of materials or activities using an internal network should consider whether the resource is easy to reach and acceptable to learners as meaningful learning experiences.

Lemke highlighted the discourse analysis function in multimedia utilization by offering three categories of key questions to analyze the multimodal genres as follows. The first category consists of the following two questions. (1) What is the syntagmatic part of the text that is projected through the presentation of the theme of the picture or figure? Is the image/figure element specifically relevant to which text element, or is it relevant to the variable level, and refers to what meaning relationship? The questions serve to analyze the relevance of an image or a portion of the image with the text. The second category is related to the following questions. (1) What are the organizational thematic sections of the graphic image or figure projected by the text? It is important to direct attention and identify the implicit relationship of meaning. (2) With what level of relevance or position? The third category of questions is related to the features in the text or in the image that allow to create certain types of links with certain image or text elements with a certain degree of probability. This is a variation of the traditional strategy of intertextual analysis in interrelated texts (Lemke, 2005). Based on that opinion, there are three important things in analyzing the utilization of material in the form of multimedia, that are media relevance with the content,

accuracy on media usage target, and various media that can enrich the material by linking with other materials. Furthermore, Lemke illustrates that the importance of discourse analysis is not just as a tool to see what was happening in some events. It was a tool that enables us to look beyond the immediate events, whatever they were. Indeed, we have to look beyond in order to understand what is in front of us (Lemke, 2012). Lemke argues that discourse analysis does not see multimedia as a tool, but furthermore in analyzing a medium, the most important thing is the meaning of the use of the media.

PBIS4306/Speaking III Course is one of the compulsory courses provided by PBIS UT. The online tutorial (tuton) is provided as a learning support for learners through the use of information technology that allows learners to interact with tutors and other learners. The purpose of tuton that utilizes Moodle as the Learning Management System (LMS) is to facilitate learners with learning assistance where tutors can provide additional materials in the form of Powerpoint and Word, links from open sources (Open Educational Resources / OER) such as Youtube videos, articles from online journals, etc.) that support learners' understanding of the material discussed at the meeting/week (Rice, 2011). The program also allows tutors to provide material with a variety of media genres such as texts, videos, audios, animations, or a combination of several media known as multimedia. Here is the tuton profile.

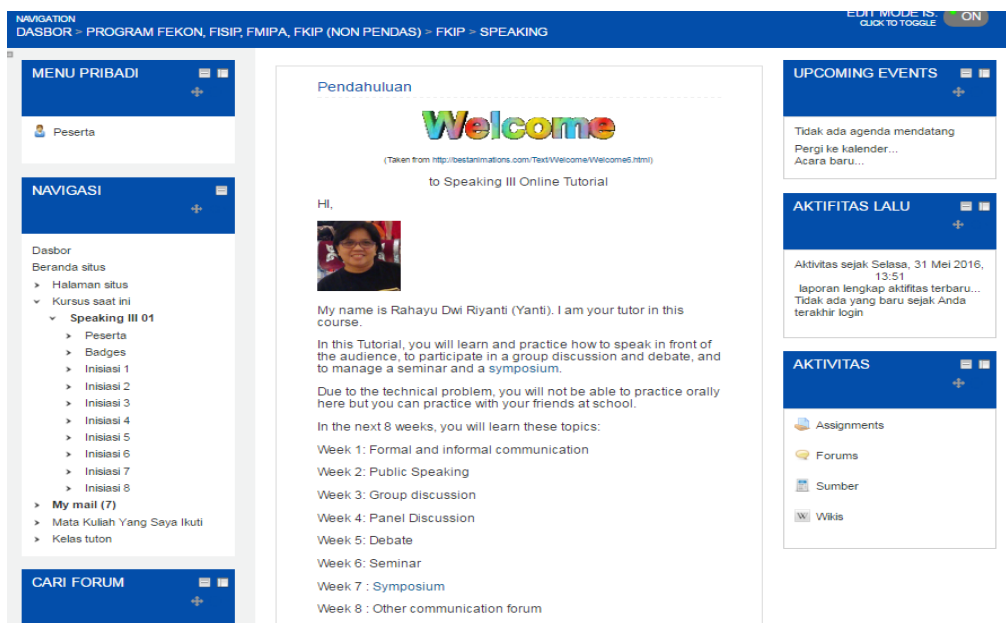


Figure 1. The Profile of PBIS4306/Speaking III Tutorial Online

Based on Fig. 1, tuton activities are conducted during eight weeks of asynchronous meetings. It means that the communication between tutors and participants is not simultaneous. When the tutor uploads the materials, discussion forums, and tasks along with its reference, the learners do not have to respond immediately, but they can do learning preparation, either by reading the material or discussing with other participants.

In relation to the teaching materials, tutors have developed tutorial activity guidelines. The following table displays the topics of the online tutorial of PBIS4306/Speaking III Course in the period of 2016.1.

Table 1. The discussion topics of the online tutorial of PBIS4306/Speaking III Course.

Week	Date	Materials/Discussion Topics
0	23/2/16 - 28/2/16	Introduction
I.	29/2/16 - 6/3/16	Formal and informal communication
II.	7/3/16 - 13/3/16	Public Speaking
III.	14/3/16 - 20/3/16	Group discussion
IV.	21/3/16 - 27/3/16	Panel Discussion
V.	28/3/16 - 3/4/16	Debate

Week	Date	Materials/Discussion Topics
VI.	4/4/16 - 10/4/16	Seminar
VII.	11/4/16 - 17/4/16	Symposium
VIII.	18/4/16 - 24/4/16	Other communication forum

Those topics are the essence of the materials drawn from the overall the subject matters discussed in the printed material in which an integrated video program is available.

## 2 RESULTS AND DISCUSSION

In this paper, a descriptive analysis method was conducted by using some related documents as the analysis materials, such as OER study and description in general, tutor materials and profile. After collecting data/information, the authors conducted an analysis of the discourse referring to Lemke's theory, that is discourse analysis through multimedia approach.

Concerning with the course instructional materials and its presentation, the authors conducted an observation towards the online tutorial activities focusing on the subjects of the printed materials, including OER instructional presentation provided by the tutor. The results of the observation are delivered in the following table.

Table 2. Description of time, discussion topics, and OER in the online tutorial of PBIS4306/  
*Speaking III* Course

Week-/ Time	Material / Subject	Genre/Description
0 Feb 23 - 28, 2016	Greeting	<ul style="list-style-type: none"> <li>• "Welcome" text in animation picture taken from <a href="http://bestanimations.com/Text/Welcome/Welcome6.html">http://bestanimations.com/Text/Welcome/Welcome6.html</a></li> <li>• Greeting text</li> <li>• Tutor Picture</li> <li>• Emoticon taken from <a href="https://comunidad.movistar.com.ar/forum.php#.VPPOV0ISkww">https://comunidad.movistar.com.ar/forum.php#.VPPOV0ISkww</a>)</li> </ul>
I Feb 29 - March 06, 2016	<i>Formal and informal communication</i>	<ul style="list-style-type: none"> <li>• Material explanation text</li> <li>• Formal communication video → <a href="https://www.youtube.com/watch?v=RD7ka9zmHDs">https://www.youtube.com/watch?v=RD7ka9zmHDs</a>)</li> <li>• Informal communication video → <a href="https://www.youtube.com/watch?v=QcdFsfYM6qE">https://www.youtube.com/watch?v=QcdFsfYM6qE</a>)</li> <li>• Sample of expression → Text adaptation</li> <li>1) <a href="http://www.englishpond.com/speaking/Communication%20and%20daily%20English/greetings/index.html">http://www.englishpond.com/speaking/Communication%20and%20daily%20English/greetings/index.html</a>)</li> <li>2) <a href="http://www.antimoon.com/how/formal-informal-english.htm">http://www.antimoon.com/how/formal-informal-english.htm</a></li> </ul>
II March 7 - 13, 2016	<i>Public Speaking</i>	<ul style="list-style-type: none"> <li>• Text of <i>Public Speaking tricks</i>, adapted from <a href="http://www.aresearchguide.com/3tips.html">http://www.aresearchguide.com/3tips.html</a></li> <li>• Link of <i>Public Speaking tricks</i>: 1) <a href="http://www.aresearchguide.com/3tips.html">http://www.aresearchguide.com/3tips.html</a></li> <li>2) <a href="http://www.ljlseminars.com/monthtip.htm">http://www.ljlseminars.com/monthtip.htm</a></li> <li>• Sample of <i>Public Speaking</i> – Youtube 1) Bad <i>Public Speaking</i>: <a href="https://www.youtube.com/watch?v=ck5vVU8qQWA">https://www.youtube.com/watch?v=ck5vVU8qQWA</a></li> <li>2) Good <i>Public Speaking</i> of Barrack Obama: <a href="https://www.youtube.com/watch?v=R83xMWtEp7k">https://www.youtube.com/watch?v=R83xMWtEp7k</a></li> <li>3) Good <i>Public Speaking</i>: A Keynote Speaker <a href="https://www.youtube.com/watch?v=Xb_kHB7Oc8">https://www.youtube.com/watch?v=Xb_kHB7Oc8</a></li> <li>• Task 1 – Text → Learners write two formal public speaking manuscript</li> <li>• Discussion Forum → Bad vs. Good <i>Public Speaking</i> Participated by 10 learners</li> </ul>

Week-/ Time	Material / Subject	Genre/Description
III March 14 - 20, 2016	<i>Group discussion</i>	<ul style="list-style-type: none"> <li>Text of material explanation: Adapted from <a href="http://drypen.in/group-discussion/what-is-group-discussion-and-its-importance.html">http://drypen.in/group-discussion/what-is-group-discussion-and-its-importance.html</a></li> <li>Discussion forum → Bad vs. Good <i>Group discussion</i> Participated by 11 learners</li> </ul>
IV March 21 - 27, 2016	<i>Panel Discussion</i>	<ul style="list-style-type: none"> <li>Text of material explanation</li> <li>Sample of <i>Panel Discussion</i> – Youtube <ol style="list-style-type: none"> <li><i>User Panel Discussion eBoard – Introduction to Panelists</i> <a href="https://www.youtube.com/watch?v=R8UVq88FzYA">https://www.youtube.com/watch?v=R8UVq88FzYA</a></li> <li><i>User Panel Discussion eBoard – Introduction</i> <a href="https://www.youtube.com/watch?v=uoO7JeeGGTo">https://www.youtube.com/watch?v=uoO7JeeGGTo</a></li> <li>Audience Questions Roundtable and Thanks <a href="https://www.youtube.com/watch?v=BOGI6vWovRY">https://www.youtube.com/watch?v=BOGI6vWovRY</a></li> <li><i>User Panel Discussion eBoard – Overview</i> <a href="https://www.youtube.com/watch?v=zxL2NVKMN-U">https://www.youtube.com/watch?v=zxL2NVKMN-U</a></li> </ol> </li> <li>Link of <i>Panel Discussion tricks</i>: <ol style="list-style-type: none"> <li>For the moderator: <a href="http://www.exec-comms.com/blog/2010/08/02/10-tips-on-moderating-a-panel-discussion/">http://www.exec-comms.com/blog/2010/08/02/10-tips-on-moderating-a-panel-discussion/</a></li> <li>Making Panel Discussion works: <a href="http://meetingsnet.com/medicalmeetings/meetings_making_panel_discussions/">http://meetingsnet.com/medicalmeetings/meetings_making_panel_discussions/</a></li> <li>Example of Panel Discussion Report: <a href="http://www.un.org/africa/osaa/reports">http://www.un.org/africa/osaa/reports</a></li> </ol> </li> <li>Discussion Forum → Group Discussion &amp; Panel Discussion Participated by 7 learners</li> </ul>
V March 28 - April 3, 2016	<i>Debate</i>	<ul style="list-style-type: none"> <li>Text of material explanation: adapted from <a href="http://dictionary.reference.com/browse/debate">http://dictionary.reference.com/browse/debate</a></li> <li>Link of debate explanation: <ol style="list-style-type: none"> <li><a href="https://en.wikipedia.org/wiki/Debate">https://en.wikipedia.org/wiki/Debate</a></li> <li>Basic Skills for Debating: <a href="http://www.actdu.org.au/archives/actein_site/basicskills.html#adebate">http://www.actdu.org.au/archives/actein_site/basicskills.html#adebate</a></li> <li>What is Debate? <a href="http://www.triviumpursuit.com/speech_debate/what_is_debate.htm">http://www.triviumpursuit.com/speech_debate/what_is_debate.htm</a></li> </ol> </li> <li>Sample of <i>Debate</i>– Youtube <ol style="list-style-type: none"> <li>Introduction: <a href="https://www.youtube.com/watch?v=EDTk-Lt6sQ">https://www.youtube.com/watch?v=EDTk-Lt6sQ</a></li> <li>Cameron vs. Brown: <a href="https://www.youtube.com/watch?v=Q-GkrHKcwvo">https://www.youtube.com/watch?v=Q-GkrHKcwvo</a></li> </ol> </li> <li>Task: Making outlines for a debate: about <i>National Exam</i></li> <li>Discussion Forum → Let's hear your ideas Participated by 9 learners</li> </ul>
VI April 4 - 10, 2016	<i>Seminar</i>	<ul style="list-style-type: none"> <li>Text of material explanation</li> <li>Link of <i>Slideshare about moderator in Seminar</i>: <a href="http://www.slideshare.net/sicantikbanget/moderator-roles-in-a-seminar-39913429">http://www.slideshare.net/sicantikbanget/moderator-roles-in-a-seminar-39913429</a></li> </ul>
VII April 11 -17, 2016	<i>Symposium</i>	<ul style="list-style-type: none"> <li>Link of <i>Symposium definition to be learners' task to find the information individually</i></li> <li>✓ write a definition of <i>symposium</i></li> <li>✓ write a rule of conducting a <i>symposium</i></li> <li>✓ find examples</li> </ul>
VIII April 18 - 24, 2016	<i>Other communication forum</i>	<ul style="list-style-type: none"> <li>Sample of Barrack Obama's speech → Link of Youtube: <a href="https://www.youtube.com/watch?v=CzII3W2MLYY">https://www.youtube.com/watch?v=CzII3W2MLYY</a></li> <li>Task III → making three <i>speech</i> manuscript based on scenario given by tutor.</li> </ul>

The data displayed on the table show that the materials of the online tutorial of PBIS4306/Speaking III Course are delivered in various ways. Those are the subjects, including material presentation given by tutor in various media genre, such as presented material in texts, texts linked with other sources, and a combination of several media genres of texts, audios, and videos that can be categorized as multimedia. Moreover, viewed from the importance of public speaking materials such as seminars, symposia, or other formal academic situations, the online tutorial of PBIS4306/Speaking III Course has provided theoretical knowledge complemented by some relevant examples through various multimedia programs. Considering the material availability in multimedia form, the tutor already followed the regulation from UT in which the utilization of OER through the Internet network by linking one topic with other open learning sources has been conducted in order to strengthen the argument or theories discussed.

In relation to discourse analysis, Lemke explains that multimedia utilization is not only viewed from its' function as a tool or media, but on how the use of the media gives meaningful learning experience to the learners. Based on Lemke's theory, the use of multimedia taken from OER in online tutorial PBIS4306/Speaking III has varied, not only videos, but also linked to other more supportive sources. In general, the results of the analysis show that the online tutor has employed the OER well. However, the result of the analysis requires support from learners' perception by considering its' advantages related to learners' speaking skill. In this part, the authors describe the result of learners' perception towards the online tutorial of PBIS4306/*Speaking III* Course in the period of 2016.1 held on February 29, 2016 up to April 24, 2016.

The online survey was conducted to gather some information about learners' perception towards the use of OER in the online learning of PBIS4306/Speaking III Course. The online questionnaire was sent by email to fifty-five participants on June 6, 2016. The questionnaire consists of three parts, i.e. learners' identity information consisting of thirteen questions; the learners' perceptions of the advantages of OER consisting of fourteen questions; and five open questions at the end part of the questionnaire. Due to time constraints, the process of the data collection was conducted in five days and received thirteen responses or 24% of all respondents as illustrated in the following figure.



Figure 2. Learners' response on the online survey

Basically, the characteristics of the respondents are various. by considering the initial registration period, different residence, the age which is dominated by groups of learners between 20-26 years, and 61% female. As much as 69% respondents had never received an OER briefing, and only 31% had received some information about OER utilization.

The second part of the questionnaire collected information about the materials and the implementation of the online tutorial with a four-point Likert Scale model that is strongly agree, agree, disagree, and strongly disagree, as described below.

Table 3. The learners' perceptions towards the use of multimedia in the online tutorial of PBIS4306/Speaking III Course

No.	The Learner's Perceptions towards the Use of Multimedia in the Online Tutorial (Tuton) of PBIS4306/Speaking III Course					Reponse Count
	Answer Options	Strongly Agree	Agree	Disagree	Strongly Disagree	
1.	The tuton's materials are relevant to the printed materials.	2	9	0	0	11
2.	The materials of PBIS4306/Speaking III Course are relevant to the learners' needs.	2	9	0	0	11
3.	The topics of the tuton of Speaking III Course are easy to learn and practice.	4	7	0	0	11
4.	The systematic delivery of the materials helps the learners understand the materials.	1	9	1	0	11
5.	The tutor's instructions and explanations are clear and easy to follow.	2	6	2	1	11
6.	The tuton of PBIS4306/Speaking III Course is completed with OER.	0	10	0	1	11
7.	The links of OER available in the tuton are relevant to the topics discussed.	3	7	0	1	11
8.	The videos available in the tuton help the learners understand the topic discussed.	2	8	0	0	10
9.	Each topic needs to be completed with at least a video.	3	7	0	1	11
10.	The tuton is completed with some animated pictures.	2	7	2	0	11
11.	The animated pictures can be used to replace the videos.	1	9	0	1	11
12.	The learners can practice speaking/pronunciation through the examples of the conversation in the videos.	2	7	1	1	11
13.	The learners did not experience difficulties in accessing videos linked by the tutor.	1	7	2	1	11
14.	The duration of the videos is sufficient (not too long)	2	7	1	1	11

The data on the table show that only eleven from thirteen respondents responding to the questionnaire completed the questionnaire. There were 82% agreed and 18% stated strongly agree to the statement that the online tutorial materials are relevant to the material delivered in the printed ones and answer the needs of the learners. As much as 27% stated that the tutor's explanation is less easily understood. There was only one person stated strongly disagree to the statement that the online tutorial of PBIS4306/Speaking III Course is completed with OER, and the OER link is relevant to the topics discussed. It indicates that the level of learners' understanding to the material discussed is quite high. Furthermore, related to the use of OER by tutors, such as the ease of video operation and links to other sources, most of the learners agree and strongly agree that the videos are easy to operate.

The responses to the last two questions of the survey is regarding the usefulness of OER material in the online tutorial of PBIS4306/Speaking III Course. Related to the video services through OER, as many as eight respondents or 72% stated that the video service in tuton of this subject is useful to improve their speaking skills. Here is a diagram that can describe the results of the information gathering.

**Are the videos available in the tuton of PBIS4306/Speaking III useful for you in enhancing your speaking skill?**

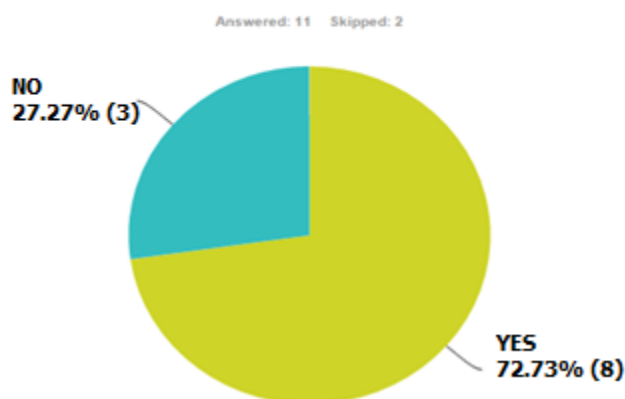


Figure 3. The results of the analysis related to videos available in the tuton of PBIS4306/Speaking III Course

The following diagram illustrates the learners' opinions regarding their satisfaction in following the tuton PBIS4306 / Speaking III.

**Are you satisfied with the tuton of PBIS4306/Speaking III?**

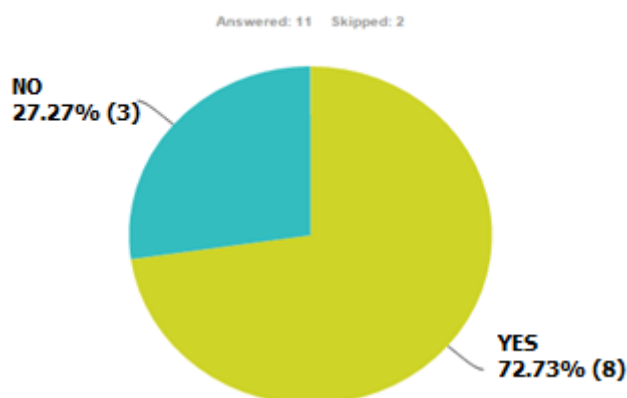


Figure 4. The level of learner satisfaction with the tuton of PBIS4306/Speaking III Course

A total of eight people or 72% of learners agreed and strongly agree that they were satisfied with the tuton PBIS4306/Speaking III Course. This indicates that the tutor has done his job as optimally as possible.

Considering the theory of Lemke about the three important things in analyzing the utilization of the materials in the form of multimedia, the followings are the results of the analysis. The first thing to be considered is whether the media taken from the open sources (OER) linked to the are relevant to the content. Based on the results of the observation and the survey, the media, particularly the videos available in the tuton are relevant to the content. The tutor has provided some videos that are relevant to the weekly discussion topics (see Table 2.). Moreover, the results of the survey of the learners' perceptions towards the relevance of the media to the content of the materials show that 91% of the respondents agreed to the statement that the links of OER available in the tuton are relevant to the topics discussed (see Table 3).

The second important thing to be considered in selecting the media is the accuracy on media usage target. The results of the survey on the learners' perceptions show that the media, particularly the videos are accurate. Those media are suitable with the characteristics of the learners. Those media can support the learning process for the independent learners. As much as 82% of the respondents stated that the videos provided by the tutor give them examples of the English conversations which are useful for them to practice their speaking, especially their pronunciation.



The last thing to be considered is whether the media can enrich the materials by linking with other materials. From the results of the analysis, the learners are satisfied with the media provided by the tutor. More than 70% of the learners stated that the media are useful in enhancing their speaking skill. This result is in line with other research conducted at UT about applying OER in the tuton. The research also found that by watching video, the learners can see the examples of a topic they are studying in a real case. Moreover, by watching video while learning a topic, learners stated that it is more attractive, avoid boredom, rather than only reading text (Harsasi, 2015).

Based on the analysis, the utilization of OER in the form of multimedia is effective in giving the learners meaningful learning experiences. However, the tutors have to consider some factors in applying the OER in the tuton in relation to the relevance of the media to the topics of discussion, the accuracy of the media, and the usefulness of the media in enhancing the learners' language skills.

### 3 CONCLUSION

Utilization of OER consisting of various genres of media or multimedia becomes an alternative that can be taken by the tutor in online learning by considering the ease of presentation and flexibility of using them. However, the use of such multimedia needs very careful consideration in order for the tutor to give a meaningful learning experience to the learners. In speaking skills, a video that belongs to the multimedia category is the right medium to help learners in their speaking practice. A multimedia-based discourse analysis introduced by Lemke can be a reference in evaluating the utilization of such multimedia. In this paper, the results of the discourse analysis in tuton PBIS4306 / Speaking III show that the use of multimedia through open learning resources (OER) is effective in helping the learners improve their speaking skills.

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