ENHANCING ACADEMIC COMMUNICATIVE COMPETENCE: A QUALITATIVE STUDY OF LECTURERS' MULTIMEDIA INTEGRATION PRACTICES

THESIS

By:

Salma Sayed Mahmoud Ahmed

NIM: 220107110094

ENGLISH EDUCATION DEPARTMENT

FACULTY OF TARBIYAH AND TEACHER TRAINING

MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY MALANG

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DECLARATION OF AUTHORSHIP

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1. This thesis has never been submitted to any other tertiary education institution for any other academic degree.
2. This thesis is the sole work of the author and has not been written in collaboration with any other person, nor does it include, without due acknowledgment, the work of any other person. Should it later be found that this thesis is a product of plagiarism, I am
3. willing to accept any legal consequences that may be imposed on me.

Malang, 21 Mei 2026
The Researcher,

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Proposal Title	: Enhancing English Academic Communicative Competence: A Qualitative Study of Lecturers' Multimedia Integration Practices

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ENHANCING ACADEMIC COMMUNICATIVE COMPETENCE: A QUALITATIVE STUDY OF LECTUREES' MULTIMEDIA INTEGRATION PRACTICES

THESIS

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Salma Sayed Mahmoud Ahmed (220107110094)

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PASS

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Appendix :

The Honourable,

To the Dean of the Faculty of Education and Teacher Training

Maulana Malik Ibrahim State Islamic University of Malang

In

Malang

Assalamu'alaikum Wr. Wb.

After conducting several times of guidance in terms of content, language, writing techniques, and after reading the student's thesis, as follows:

Name	:	Salma Sayed Mahmoud Ahmed
Student ID Number	:	220107110094
Department	:	English Education
Thesis	:	Enhancing English Academic Communicative Competence: A Qualitative Study of Lecturers Multimedia Integration Practices

Therefore, we believed that the thesis of Salma Sayed Mahmoud Ahmed has been approved for further approval by the board examiners.

Wassalamualaikum Wr. Wb

Advisor,

HARIR MUBAROK, M.Pd

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APPROVAL

This is to certify that the thesis of Salma Sayed Mahmoud Ahmed has been approved by the advisor for further approval by the board examiners.

Malang, 21 Mei 2026

Advisor,

HARIR MUBAROK, M.Pd

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MOTTO

“No wealth like knowledge; no poverty like ignorance."

-Ali Ibn Abu Talib-

DEDICATION

The researcher respectfully dedicates this thesis to her family members, whose support and contributions have been instrumental in the completion of this research. This thesis is dedicated to Mr. Harir Mubarok, M.Pd, whose indispensable contributions were vital to the completion of this work. The researcher's personal development has been significantly influenced by the wisdom and encouragement she received, which has also shaped the outcome of this academic endeavour. Moreover, this work is dedicated to the researcher's friends, whose presence, kindness, and moments of levity rendered the academic journey both vibrant and meaningful. Finally, the researcher offers this dedication to herself as an expression of gratitude for the resilience demonstrated in times of adversity, for the perseverance exercised when capitulation appeared facile, and for the courage to transform aspirations into accomplishments, advancing methodically one step at a time.

ACKNOWLEDGEMENT

Bismillahirohmanirohim

All praise belongs to Allah SWT, the Most Compassionate and the Most Merciful, whose endless mercy and guidance have made completing this thesis possible. May peace and blessings always be upon the noble Prophet Muhammad SAW, who brought enlightenment and guidance for all humanity.

This thesis, entitled “Enhancing Academic Communicative Competence: A Qualitative Study of Lecturers' Multimedia Integration Practices”, is submitted as one of the requirements to obtain a Bachelor’s Degree in English Education (S. Pd) at the Faculty of Tarbiyah and Teacher Training, Maulana Malik Ibrahim State Islamic University, Malang.

I fully acknowledge that this work would not have been completed without the prayers, encouragement, and contributions of many parties. Therefore, I wish to express my sincere and profound gratitude to:

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I acknowledge that this thesis is not without limitations and may benefit from further refinement. Therefore, I welcome constructive feedback and scholarly suggestions for its improvement. It is my sincere hope that this thesis contributes meaningfully to the academic community and provides valuable insights for readers, while also serving as a meaningful learning experience for me personally.

LATIN ARABIC TRANSLITERATION GUIDE

Based on the collective decision of the Minister of Religious Affairs of the Republic of Indonesia and the Minister of Education and Culture of the Republic of Indonesia, Number 158 of 1987 and Number 0543b/U/1987, it has been decided that the Arabic-Latin transliteration guidelines used in this thesis are as follows:

A. Words

ا	= a	ز	= z	ق	= q
ب	= b	س	= s	ك	= k
ت	= t	ش	= sy	ل	= l
ث	= ts	ص	= sh	م	= m
ج	= j	ض	= dl	ن	= n
ح	= h	ط	= th	و	= w
خ	= Kh	ظ	= zh	ه	= h
د	= d	ع	= ‘	ء	= ’
ذ	= dz	غ	= gh	ي	= y
ر	= r	ف	= f		

B. Long Vocal

Long Vocal (a)

Long Vocal (i)

Long Vocal (u)

C. Diphthong Vocal

آو = w

اي = y

اوُ = u

اِي = i

ABSTRACT

Salma Sayed Mahmoud Ahmed, 2026. *Enhancing Academic Communicative Competence: A Qualitative Study of Lecturers' Multimedia Integration Practices*. Thesis. English Education Department, Faculty of Tarbiyah and Teacher Training, Universitas Islam Negeri Maulana Malik Ibrahim Malang.
Advisor: Harir Mubarok, M.Pd.

Keywords: multimedia integration, academic communicative competence, instructional scaffolding, TPACK, Islamic university, *EFL* lecturers

This qualitative study explores how English lecturers at UIN Maulana Malik Ibrahim Malang integrate multimedia tools to enhance students' Academic Communicative Competence (ACC), particularly in academic speaking. The study aims to describe the systematic approaches used by lecturers in multimedia integration across the pre-activity, while-activity, and post-activity stages, as well as to identify the pedagogical functions and outcomes of multimedia in supporting students' academic communication skills. Employing a qualitative descriptive design, this study involved English lecturers who actively integrate multimedia technology in academic English instruction. Data were collected through classroom observations, observation notes, and Google Forms questionnaires. The findings reveal that multimedia integration is implemented as instructional scaffolding through three stages: pre-activity (modeling using TED Talks, YouTube, PowerPoint, Canva, and interactive tools such as Kahoot, Word Wall, and Quizizz), while-activity (guided practice through video pauses, choral repetition, differentiated support based on proficiency levels, and gradual reduction of support), and post-activity (extended independent practice *via* WhatsApp, Zoom, and AI tools such as ChatGPT and Google Gemini). This study also identifies five pedagogical functions of multimedia integration: modeling, comprehension checking, reinforcement, confidence building, and autonomy promotion. Furthermore, the findings indicate that multimedia enhances understanding of complex concepts, creates an engaging classroom atmosphere, improves presentation skills through video modelling, supports vocabulary acquisition through interactive applications, and facilitates gradual independence as lecturers systematically reduce scaffolding. Overall, this study highlights that the effective use of multimedia in academic speaking instruction enhances students' communication competence by promoting active engagement, confidence, vocabulary development, and gradual autonomy in learning through structured instructional support.

ABSTRAK

Salma Sayed Mahmoud Ahmed, 2026. *Enhancing Academic Communicative Competence: A Qualitative Study of Lecturers' Multimedia Integration Practices*. Skripsi. Jurusan Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan, Universitas Islam Negeri Maulana Malik Ibrahim Malang.
Dosen Pembimbing: Harir Mubarok, M.Pd.

Kata Kunci: integrasi multimedia, kompetensi komunikasi akademik, scaffolding instruksional, *TPACK*, universitas Islam, dosen *EFL*

Penelitian kualitatif ini mengeksplorasi bagaimana dosen bahasa Inggris di Universitas Islam Negeri Maulana Malik Ibrahim Malang mengintegrasikan alat multimedia untuk meningkatkan Kompetensi Komunikasi Akademik *(ACC)* mahasiswa, khususnya dalam berbicara akademik. Penelitian ini bertujuan untuk mendeskripsikan pendekatan sistematis yang digunakan dosen dalam integrasi multimedia pada tahap pra-kegiatan, saat kegiatan, dan pasca-kegiatan serta mengidentifikasi fungsi pedagogis dan hasil multimedia dalam mendukung keterampilan komunikasi akademik mahasiswa. Menggunakan desain deskriptif kualitatif, penelitian ini melibatkan dosen bahasa Inggris yang secara aktif mengintegrasikan teknologi multimedia dalam pengajaran bahasa Inggris akademik. Data dikumpulkan melalui observasi kelas, catatan observasi, dan kuesioner *Google Forms*. Temuan penelitian menunjukkan bahwa integrasi multimedia diimplementasikan sebagai scaffolding instruksional melalui tiga tahap: pra-kegiatan (pemodelan menggunakan *TED Talks*, *YouTube*, *PowerPoint*, *Canva*, dan alat interaktif seperti *Kahoot*, *Word Wall*, dan *Quizizz*), saat kegiatan (praktik terbimbing melalui jeda video, pengulangan bersama, dukungan berdiferensiasi berdasarkan tingkat kemahiran, dan pengurangan dukungan secara bertahap), dan pasca-kegiatan (praktik mandiri lanjutan melalui *WhatsApp*, *Zoom*, dan alat *AI* seperti *ChatGPT* dan *Google Gemini*). Penelitian ini juga mengidentifikasi lima fungsi pedagogis integrasi multimedia: pemodelan, pemeriksaan pemahaman, penguatan, pembangunan kepercayaan diri, dan promosi otonomi. Lebih lanjut, temuan menunjukkan bahwa multimedia meningkatkan pemahaman konsep kompleks, menciptakan suasana kelas yang menarik, meningkatkan keterampilan presentasi melalui pemodelan video, mendukung akuisisi kosakata melalui aplikasi interaktif, dan memfasilitasi kemandirian bertahap seiring dosen secara sistematis mengurangi dukungan. Kontribusi unik penelitian ini adalah dokumentasi bagaimana nilai-nilai Islam beroperasi sebagai filter konten, membentuk seleksi multimedia, adaptasi, dan rekayasa *prompt AI* dalam konteks pendidikan berbasis agama. Penelitian ini juga secara kritis mengkaji teori-teori yang ada, mengungkap ketegangan antara keterlibatan dan akurasi, diferensiasi dan kesetaraan, serta kompetensi berbicara rekaman *versus* langsung.

الملخص

سـلمي سـيد محمود احمد، .٢٠٢٦ تعزيز الكفاءة التواصـلية الأكاديمية: دراسـة نوعية لممارسـات دمج الوسائط المتعددة لدى المحاضرين. رسالة بكالوريوس، قسم تعليم اللغة الإنجليزية، كلية التربية والتدريس
جامعة مولانا مالك إبراهيم الإسلامية الحكومية مالانج. المشرف: حرير مبارك، الماجستير في التربية.

الكلمات المفتاحية: دمج الوسائط المتعددة، الكفاءة التواصلية الأكاديمية، الدعم المرحلي التعليمي، إطار المعرفة التكنولوجية التربوية للمحتوى، الجامعة الإسلامية، محاضرو اللغة الإنجليزية كلغة.

تستكشف هذه الدراسة النوعية كيفية قيام محاضري اللغة الإنجليزية في جامعة مولانا مالك إبراهيم الإسلامية الحكومية مالانج بدمج أدوات الوسائط المتعددة لتعزيز الكفاءة التواصلية الأكاديمية لدى الطلاب، خاصة في المحادثة الأكاديمية. وتهدف الدراسة إلى وصف المناهج المنهجية التي يستخدمها المحاضرون في دمج الوسائط المتعددة عبر مراحل ما قبل النشاط، وأثناء النشاط، وبعد النشاط، وتحديد الوظائف التربوية ونتائج الوسائط المتعددة في دعم مهارات التواصل الأكاديمي للطلاب. باستخدام التصميم الوصفي النوعي، شملت هذه الدراسة محاضري اللغة الإنجليزية الذين يدمجون بنشاط تقنيات الوسائط المتعددة في تدريس اللغة الإنجليزية الأكاديمية. تم جمع البيانات من خلال ملاحظات الفصول الدراسية، وملاحظات الباحث، واستبيانات جوجل فورم. تُظهر النتائج أن دمج الوسائط المتعددة يُنفذ كدعم مرحلي تعليمي من خلال ثلاث مراحل: مرحلة ما قبل النشاط (النمذجة باستخدام تيد توك، يوتيوب، باوربوينت، كانفا، والأدوات التفاعلية مثل كاهوت، وورد وول، وكويزيز)، ومرحلة أثناء النشاط (الممارسة الموجهة من خلال إيقاف الفيديو، التكرار الجماعي، الدعم المتمايز بناءً على مستويات الكفاءة، والتقليل التدريجي للدعم)، ومرحلة ما بعد النشاط (الممارسة المستقلة الممتدة عبر واتساب، زووم، وأدوات الذكاء الاصطناعي مثل شات جي بي تي وجوجل جيميني). كما تحدد الدراسة خمس وظائف تربوية لدمج الوسائط المتعددة: النمذجة، والتحقق من الفهم، والتعزيز، وبناء الثقة، وتعزيزالاستقلالية. علاوة على ذلك، تظهر النتائج أن الوسائط المتعددة تعزز فهم المفاهيم المعقدة، وتخلق جواً صفياً جذاباً، وتحسن مهارات العرض التقديمي من خلال نمذجة الفيديو، وتدعم اكتساب المفردات من خلال التطبيقات التفاعلية، وتسهل الاستقلالية التدريجية مع قيام المحاضرين بتقليل الدعم بشكل منهجي. يتمثل المساهم الفريد لهذه الدراسة في توثيق كيفية عمل القيم الإسلامية كمرشح للمحتوى، مما يشكل اختيار الوسائط المتعددة، والتكيف، وهندسة مطالبات الذكاء الاصطناعي في السياقات التعليمية القائمة على الإيمان. كما تتعامل الدراسة بشكل نقدي مع النظريات القائمة، وتكشف عن التوترات بين المشاركة والدقة، والتمايز والمساواة، والكفاءة في التحدث المسجل مقابل المباشر . وتناقش الدراسة النظريات القائمة بشكل نقدي، كاشفةً عن حالات التوتر بين التفاعل والدقة، والتمايز والإنصاف، وكذلك بين مهارة التحدث المسجلة ومهارة التحدث المباشر.

TABLE OF CONTENTS

CHAPTER I

INTRODUCTION

This chapter discussed the role of multimedia integration in developing the students' academic communicative competence of students in an Islamic University based on the lecturer's perspective. This also displays the research question, the scope of the research, and the significance of the study.

1.1 Background of Research

English is distinguished by its global status in the twenty-first century; mastering it allows individuals to participate in international academic writing, globalization, and dialogue. This contemporary reality finds a profound echo in the Islamic intellectual heritage, which, for a reason, is revered beyond mere knowledge due to its sanctity. From the beginning of the High Middle Ages, the English language spread globally, undergoing several stages of development. This led to its dissemination across continents, influenced by Christianity at the time. However, what is surprising is its indirect impact on the Islamic world. Its spread through Spain into Europe was facilitated by the translation of Arabic into Greek, resulting in the incorporation of Arabic and English terms such as algebra and zero in various fields, including agriculture, commerce, and especially astronomy. This coincided with the emergence and spread of Christianity in literature and culture, leading to a subsequent blending and merging of terminology. This, in turn, contributed to the spread of English throughout the Islamic world, particularly in cultural, scientific, and commercial exchanges. This research then focuses on the

pursuit of knowledge, whether academic or otherwise, and we also find that the teachings of Islam praise the pursuit of knowledge, as in this noble hadith.

"طَلَبُ الْعِلْمِ فَرِيضَةٌ عَلَى كُلِّ مُسْلِمٍ "(سنن ابن ماجه)

This underscores the unwavering commitment to seeking knowledge. In our modern age, it is convenient to access resources and information anytime, anywhere, and for free. Unlike in the past, we no longer need to travel to distant, developed cities or obtain information from remote areas.

However, increased access does not automatically translate into communicative competence. Safeer et al. (2024) found that approximately 68% of EFL teachers in various countries observed that their students still struggle to understand authentic academic discourse, particularly in settings such as lectures, seminars, and formal presentations. This situation is also evident in Indonesian universities, where many students are not yet able to easily grasp complex academic language, actively participate in critical discussions, or convey ideas coherently and analytically. This indicates a significant gap between the volume of academic material exposure and students' ability to develop Academic Communicative Competence (ACC). Therefore, a more targeted and systematic learning approach is needed to help students improve their academic communication skills.

In this context, the use of multimedia is increasingly viewed as a learning strategy that is not only relevant but also grounded in a strong theoretical foundation. According to Mayer's (2009) Cognitive Theory of Multimedia Learning, the integration of visual and verbal elements can facilitate the thinking process, thereby making it easier to understand and retain complex information.

When utilized appropriately, various media such as lecture recordings, academic videos, digital presentations, and interactive platforms can serve as a "bridge" to help students grasp academic discourse, enrich their academic vocabulary, and learn appropriate modes of communication within an academic context.

However, the success of multimedia use is not determined by how advanced technology is, but rather by how the media is designed and used in learning. Multimedia should encourage students to think critically, engage in active discussion, and build context-appropriate understanding, rather than merely serving as a means for passively receiving information. (Nation & Newton, 2009; Zhang, 2023).

Although various studies in Indonesia indicate that the use of multimedia can improve students' motivation, engagement, and language proficiency in general, most of these studies still place greater emphasis on final outcomes and technological aspects. Meanwhile, attention to how lecturers interpret and design the use of multimedia from pedagogical and epistemological perspectives remains relatively limited. This is particularly evident in Islamic higher education institutions, where teaching practices are influenced not only by academic considerations but also by evolving religious, ethical, and cultural values.

Based on this, this study aims to examine how lecturers at an Islamic university understand and implement multimedia integration in their efforts to develop Academic Communicative Competence. Using a qualitative approach, this study highlights the lecturers' direct experiences, their reflective practices, and their teaching decisions grounded in specific values. By placing the lecturers'

perspective as the primary focus, multimedia is no longer viewed merely as a learning aid but as a means to realize pedagogical wisdom rooted in faith-based ethics, contextual sensitivity, and a broader sense of responsibility in shaping students into communicators who are not only academically strong but also grounded in moral principles.

1.2 Research Questions

Based on the background of the research above, the researcher has identified the problem to be formulated as follows:

1. How do lecturers utilize multimedia to enhance students' academic communication competence?
2. What pedagogical functions emerge from lecturers' multimedia integration practices?

1.3 Research Objectives

Based on the research questions previously presented, the objectives of this study are formulated as follows:

1 To examine how lecturers utilize multimedia to enhance students' academic communication competence in English.

2 To identify the pedagogical functions that emerge from lecturers' multimedia integration practices in the classroom

1.4 Significance of the Research

This study is significant both theoretically and practically because it examines

how the use of multimedia can contribute to improving Academic Communication Competence (ACC) in higher education. Furthermore, this study does not view multimedia merely as a technological tool, but rather as an integral part of the learning process, this research explores its role as pedagogical scaffolding that supports students' academic discourse, critical thinking, and structured communication.

Theoretical and Practical Significances

This study contributes to the field of English language education by viewing multimedia integration not merely as the use of technology, but as a learning practice grounded in pedagogical values and objectives. The focus of this research has also shifted from merely assessing how effectively technology is used to understanding how lecturers design and interpret its use in the teaching-learning process. This becomes increasingly important in the context of Islamic higher education, where teaching practices are inseparable from the influence of religious values, culture, and the academic responsibilities they bear.

For institutions: The implementation of academic reading materials will be more effective when supported by the use of interactive media and design tools, particularly with an emphasis on developing listening and speaking skills.

For students: The use of multimedia is expected to help students improve their academic English skills in a more tangible and practical way.

For teachers: This study is expected to help improve and optimize the effectiveness of academic communication.

For future research: The findings of this study can serve as an additional reference for future researchers, both within and outside Indonesia.

1.5 Scope and Limitation of Research

This study focuses on undergraduate students enrolled in the Academic English course at Maulana Malik Ibrahim University in Malang during the 2025/2026 academic year, with the aim of examining how university-level lecturers utilize various multimedia tools to support the development of students' academic communication competencies. This study also examines the application of multimedia integration strategies in the teaching process and their role in fostering student engagement in meaningful academic communication activities. The research emphasizes the experiences and reflections of lecturers in using multimedia as part of their teaching practice, without evaluating student performance or comparing different learning approaches. Because it was conducted at a single institution with a limited number of participating faculty members, the results of this study provide a deep qualitative understanding; although not intended for broad generalization, they still allow the researcher to observe in detail how multimedia integration takes place within a specific learning context. (Coombs, 2022).

1.6 Definitions of Key Terms

To avoid misunderstandings, the following key terms are defined to provide clarity in the context of this research:

1. **Speaking Skills:** The capacity to articulate ideas, opinions, and information accurately and coherently. In general contexts, it involves effective and grammatically correct oral communication.

2. **Teaching speaking skills involves** using the language daily, whether through dialogue with people or outsiders, reading aloud, and actively listening to the language.
3. **Effective academic communication** indicates complete clarity of speech and writing style with the unity of technological mechanisms to enforce an environment free of the level of communication barriers between lecturer and student.
4. **Multimedia integration** indicates to Creating an interactive environment by including digital content in all its forms to encourage understanding of the content and make it more interactive
5. **Instructional Scaffolding**: The structured support provided by lecturers, including multimedia tools, to guide students in mastering complex academic tasks, gradually reducing assistance as learners gain independence and confidence.

CHAPTER II

LITERATURE REVIEW

This chapter reviews relevant theories and previous studies to develop a deeper understanding of how lecturers integrate multimedia tools to enhance students' Academic Communicative Competence (ACC) in higher education settings. It begins by examining the concept of ACC and its significance in academic English instruction, particularly within the context of English as a Foreign Language (EFL) learning in Indonesian universities (Sari and Anderson, 2024; Widodo and Fang, 2024). The discussion then explores how multimedia is integrated into lecture settings, emphasizing its pedagogical purposes and its potential role in improving students' ability to engage in structured and meaningful academic communication (Mayer, 2009; Nurhayati and Brown, 2024).

This chapter further examines instructional scaffolding and technology-enhanced learning as theoretical frameworks, drawing on Vygotsky's (1978) sociocultural theory and Gibbons' (2014) model of scaffolded language and learning, which together position structured lecturer support as essential for developing students' academic discourse, critical thinking, and classroom engagement. Additionally, the chapter investigates the Technological Pedagogical Content Knowledge (TPACK) framework proposed by Mishra and Koehler (2006) as a theoretical lens for understanding how lecturers design and implement multimedia-based instruction. Taken together, these theoretical and empirical foundations establish the basis for examining multimedia integration not merely as a technical practice, but as a purposeful pedagogical

instrument aimed at fostering contextually grounded and academically rigorous communication competence (Habibi et al., 2023; Kessler and Wang, 2024).

2.1 Speaking Skills

The theory of speaking skills has been examined in various ways by scholars. According to Burns, Joyce, and Hughes (2013), speaking skills refer to the capacity to effectively express thoughts and feelings, ensuring that words accurately convey the intended meaning while remaining grammatically correct. In academic settings, speaking becomes more formal and structured. Joyce et al. (2020) assert that academic speaking is the ability to present ideas, engage in structured discussions, strengthen arguments with related evidence, and organize communication in accordance with formal context rules. Essentially, speaking skills encompass both everyday communication and specialized academic interaction, highlighting the need for fluency, clarity, and coherence in multiple contexts.

2.2 Teaching Speaking Skills

Teaching speaking skills, particularly in academic English, necessitates methods that combine theory of pedagogic and tools using technology. Based on Mishra and Koehler's (2006) Technological Pedagogical Content Knowledge (TPACK) approach, an effective teaching involves a strategic combination of content knowledge, pedagogical methodologies, and technological tools. Implementing this approach in speaking teaching assists lecturers to develop activities that increase linguistic accuracy, enhance communicative proficiency, and leverage digital media to facilitate interactive learning.

Establishing a supportive, low-anxiety environment is fundamental to

promoting participation and enhancing learners' self-confidence. The use of positive reinforcement, systematic guidance, and opportunities for meaningful practice supports students in developing pronunciation, grammatical accuracy, and discourse organization, while fostering active engagement with academic content. The purposeful integration of multimedia tools contributes to this process by providing visual, auditory, and interactive support that facilitate both the comprehension and production of academic language, as outlined by Richard E. Mayer (2009).

2.2.1 Principles of Teaching Speaking

Effective speaking instruction is based on several essential principles:

1. Task-based and outcome-oriented learning – Speaking activities should be aligned with clearly defined outcomes, such as presenting, debating, or summarizing information, also enabling students to demonstrate their communicative competence with structured contexts (Nation & Newton, 2009).
2. Integration of digital tools – Multimedia elements, including video, audio, and interactive exercises, enhance cognitive processing and provide scaffolding that develop comprehension and language production (Mayer, 2009; Mishra & Koehler, 2006).
3. Supportive and interactive environment – Creating a low-pressure, collaborative classroom environment encourages participation and reduces anxiety, allowing students to focus on linguistic accuracy and effective communication.
4. Gradual progression – Learning activities should be arranged in a progression from basic to complex, enabling students to acquire fluency and confidence while gradually mastering academic language structures.

2.2.2 Models of Teaching Speaking

Engagement in imitation exercises and organized communicative tasks contributes to the development of learners' self-awareness and mastery of language. Furthermore, exposure to academic debates, discussions, and problem-solving activities fosters critical thinking, supports the acquisition of domain-specific vocabulary, and promotes innovation in oral communication. Such models demonstrate the importance of integrating cognitive, social, and technological dimensions to support students' development as competent academic speakers (Mishra & Koehler, 2006).

2.3 Academic Communicative Competence

In addition, Mishra and Koehler's (2006) approach emphasizes the importance of aligning technology, pedagogy, and content knowledge to enhance learning outcomes. For lecturers in Islamic universities, particularly in Indonesia, multimedia tools are implemented thoughtfully to promote academic goals while remaining sensitive to cultural and ethical considerations. Effective integration is achieved not only through technological proficiency but also through the critical evaluation, contextual adaptation, and pedagogical purpose to foster meaningful and interactive learning experiences (Mayer, 2009; Mishra & Koehler, 2006).

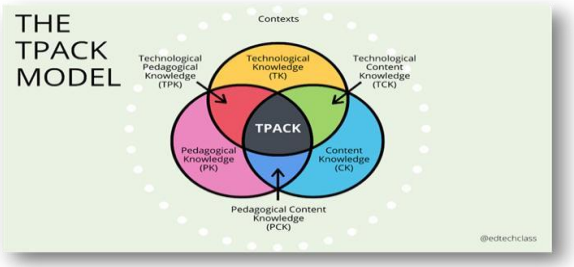

Figure 1: The TPACK Framework (Mishra & Koehler, 2006)

2.3.1 Implementation of Multimedia Integration among EFL Lecturers

Hockley and Tomlinson's (2017) multimedia integration strategy focuses on the

systematic improvement of EFL teaching techniques and instructional materials. Lecturers in the beginning examine student proficiency and align technological resources to learning goals. The following stage is to demonstrate teaching methodologies that use multimedia resources, subsequent to assisted practice and training for students. Following this, technology is integrated into classroom activities while handling any technical challenges. In the last stage, lecturers observe and evaluate students' progress, leading to improvements in speaking skills, including fluency and oral proficiency (Tomlinson, 2013; Hockley, 2017).

2.3.2 Challenges in Multimedia Integration among EFL Lecturers

Previous studies have identified a range of challenges associated with the effective integration of multimedia in English language instruction. A significant challenge is lecturers' lack of competence with multimedia resources or essential technological skills, often due to inadequate experience or knowledge of adapting educational technology. (Habibi, 2021). In line with this, based on Kessler (2018) limitations on time and divergent responsibilities, such as administrative work and financial constraints, affect the ability of teachers to develop and implement multimedia-enhanced lessons.

Several teachers continue to implement conventional approaches, such as repetition learning and problem solving, dismissing building skills in areas of comprehension, listening, and oral communication. Financial limitations in educational institutions tend to restrict the procurement of necessary multimedia tools (Habibi, 2021). Moreover, based on Habibi (2021) In Indonesia, some Islamic universities, factors of culture and faith might restrict access to specific media originating from non-Muslim contexts, so

as to avoid affecting students' beliefs or intellectual attitudes. Finally, the rapid growth of technological innovation, along with insufficient institutional assistance and infrastructure, contributes to teachers' low level of confidence and professional readiness (Compton, 2015).

2.4 Previous Studies

Following an analysis of the theoretical basis of multimedia integration and academic communicative competence, it is essential to examine prior empirical studies that address these themes. Reviewing existing research deepens the understanding of how technology-based instructional strategies have been applied to support academic communication skills in higher education settings and helps identify both convergences and divergences with the present study in terms of research context, methodology, and findings (Kessler and Wang, 2024; Habibi et al., 2023).

The previous studies discussed in this section serve two primary functions. First, they provide empirical evidence that multimedia integration is an effective instructional strategy for developing students' academic communicative competence, particularly when lecturers apply it with clear pedagogical intent (Nurhayati and Brown, 2024; Sari and Anderson, 2024). Second, they reveal a notable gap in the existing literature: few studies have examined how EFL lecturers specifically design and implement multimedia-based strategies to foster academic communication from the teacher's perspective rather than the student's (Habibi et al., 2023; Widodo and Fang, 2024). By critically engaging with these prior works, the present researcher constructs the theoretical and empirical foundation that establishes the current study's uniqueness and relevance within the broader field of technology-enhanced language

teaching.

The first prior study was conducted by Kessler (2018) under the title *"General Teaching Approaches Across Diverse Cultural and National Contexts."* This study investigated the topic of how lecturers implement modern teaching methods in class across national systems and cultural contexts. This research investigated lecturers' challenges, such as limited teaching abilities, ineffective time management, and the burden of daily teaching responsibilities. Kessler observed that while adaptive instructional strategies were widely encouraged, lecturers frequently struggled to implement them effectively due to these practical constraints.

The second study was implemented by Habibi (2021), titled *"Teaching Practices in Islamic Universities in Indonesia."* This research aimed to identify lectures in integrating the technology-based teaching approaches while considering cultural and religious values. This study is conducted by using qualitative methods, implementing instruments such as classroom observations and interviews with lecturers. The results of the studies discussed the importance of balancing relevant teaching media with culturally and religiously appropriate media in a way to prevent negative influences on students' beliefs and ways of thinking. Habibi emphasized the significance of culturally responsive pedagogy in higher education to ensure the alignment of technological innovation and institutional standards.

The third previous study was conducted by Compton (2015) entitled *"Lecturer Competence and Professional Development."* The study examined the impact of lack of training and insufficient teaching experience on lecturers' instructional effectiveness. This research uses surveys and interviews with university instructors

instruments, Compton discovered that the adoption of modern teaching instruments was insufficient; continuous professional development and practical experience were essential to achieve meaningful educational outcomes. The study emphasized the importance of continual training to assure that lecturers are capable of effectively integrating multimedia into their teaching techniques.

In line with prior studies, the current research shares several correlations while also presenting meaningful contrasts. In terms of purpose, both previous and present studies examine strategies for improving teaching practices and academic communication, with a particular focus on multimedia integration as a pedagogical tool in higher education contexts (Habibi et al., 2023; Kessler and Wang, 2024; Widodo and Fang, 2024). This alignment confirms that the present study addresses a research area of sustained scholarly interest, grounded in an established body of literature.

Methodologically, several prior studies have adopted qualitative approaches, employing classroom observations and interviews to gain in-depth understanding of teaching practices in technology-enhanced learning environments (Sari and Anderson, 2024; Nurhayati and Brown, 2024). The present study similarly adopts a qualitative descriptive design, utilizing classroom observations and structured questionnaires to capture the lived experiences and pedagogical reflections of EFL lecturers at UIN Maulana Malik Ibrahim Malang. However, a key distinction lies in the research focus: whereas prior studies have largely addressed general technology adoption challenges or broad cultural tensions in Indonesian higher education (Habibi et al., 2023), the present study specifically investigates how multimedia integration functions as instructional scaffolding for academic communicative competence, examined through the lecturer's perspective within an Islamic university context.

However, there are significant distinctions. Most previous studies have discussed general teaching approaches (Kessler, 2018), cultural and religious challenges in technology integration (Habibi, 2021), and the competence professional development of lecturer (Compton, 2015). In opposition, this study specifically investigates EFL lecturers using multimedia-based techniques to improve students' academic communicative skills, a correlation that has not been directly mentioned in prior studies. A further distinction is the research scope: whereas previous research involving multiple lecturers or focused educational challenges, this study emphasized on a single lecturer's classroom practice, aims to understand how multimedia-based tactics are applied from the teacher's view to enhance students' academic communication abilities.

Based on these gaps, the researcher is motivated to investigate how EFL lecturers integrate multimedia in academic English teaching and the pedagogical functions these strategies serve.

CHAPTER III

METHODOLOGY

In this chapter, the researcher aims to explain the research design, the research subject, the instruments used, the data collection technique, and the validity of the data.

3.1 Research Design

This study aims to unify the lecturers' questions. Using advanced educational media in higher education in Indonesia presents daily challenges and employing them as a case study for English language teachers in Indonesia. In order to get an accurate result without inaccurate information. A qualitative approach will be adopted instead of a quantitative one, based on the opinion of some scholars in this case. This approach allows for a close understanding of lecturers' life experiences and an analysis of their experiences.

Similar research and studies have indicated that the qualitative approach is the most accurate choice because it aims to analyze communities and individuals within academic life at various stages. The study will then determine how the research design or concept will be formed using a framework, which has proven its adequacy in previous studies regarding the nature of the research and the integrity of the research data for subsequent studies as a source. A form will be filled out for questions related to the use or association of mechanisms among English lecturers in classrooms, including the information that was initially collected. By presenting the lecturer’s permission to conduct this work and obtaining their approval, the collection of results can serve as a subsequent source for later studies, while

maintaining professional ethics by preserving the work and avoiding discrepancies. then analyze the data that was collected, whether by combining different sources, analyzing and comparing them, or by adhering to the professional principle of being free from personal opinion.

3.2 Subject of Research

In line with this research's focus, the subjects were lecturers at Maulana Malik Ibrahim State University, Malang, an Islamic university in Indonesia, who actively integrated multimedia technologies into teaching academic English, particularly to develop students' speaking skills. All participating lecturers were chosen for their backgrounds in English teaching programs or linguistics and for teaching courses focused on speaking skills. The participants consisted of three lecturers for in-depth classroom observation and five additional lecturers for a survey questionnaire. The university was selected for its strong support of technology-enhanced education and innovative approaches to academic speaking. In this context, lecturers regularly used multimedia content such as audio, video, recordings, and presentation software. Through classroom observation with three lecturers and a survey questionnaire with five lecturers, the researcher investigated how multimedia resources were employed, how they supported students' academic speaking proficiency, and what pedagogical functions these technologies served in practice.

3.3 Research Instrument

The research instrument is a tool that assists researchers to gather, analyze, and measure data. In this study, the researcher was considered the vital instrument, functioning as the key factor in acquiring qualitative data (Masruroh & Mubarok, 2023; Rahmanningrum, 2022). The data is collected through direct classroom observations, written recording, and engagement among students and lecturers in using novel methods. This study implements three main instruments such as observation notes, observation checklist, and a questionnaire through Google Forms. The observation

checklist was developed to track the existence of predetermined indicators related to the use of multimedia in teaching, such as the integration of audio, video, and interactive software into learning. For the observation notes, these instruments were designed during the classroom sessions to capture the contextual details that could not be represented in the checklist, including lecturer gestures, student responses, and general classroom setting. The last instrument is a questionnaire through Google Forms. The questionnaire contained structured and open-ended questions. This instrument is addressed to lecturers for examining the experiences, perspectives, and difficulties in implementing multimedia technologies. The integration of these instruments provided a comprehensive and systematic basis for analyzing the implementation of multimedia resources on supporting academic English learning in higher education.

3.3.1 Observation

Gathering data by studying discussions and interactions between university professors and students in classrooms, whether formal or informal, is one of the best ways to collect accurate information, as it stems from direct interaction. In this century, and by 2025, this will be achieved through scientific research which will be used as a source for data collection and subsequent analysis. Observations will be conducted on various teaching methods and approaches used by professors in delivering their lessons, integrating multiple modern technological resources at Maulana Malik Ibrahim Malang University in Indonesia.

3.3.2 Survey

Survey Questionnaires are one of the most important tools for gathering information from three lecturers that are specialized in teaching English speaking skills at Maulana Ibrahim University. They are easy to use and can be structured as questions, similar to Google Forms. There are 25 questions in this research, and most of these questions focus on the extent to which the use of multimedia increases the efficiency and effectiveness of students' speaking skills. They can include simple or more complex questions, and they are easy to design because they are free and can be easily created by any entity, even non-academic ones. They are also available to faculty members.

3.4 Data Collection

The researcher faced several questions about how to collect information, so the methods varied depending on the researcher's preferences to ensure reliable and accurate results. This could be accomplished by observing visual or auditory learning from the interaction between students and professors in classrooms during discussions or direct, interactive sessions. It is not sufficient to merely collect data; it must be analyzed, and the methods vary according to the research approach.

Here, the researcher used observation and ask questions via the online platform Google Form, making it easy to gather information from participants at any time and from any location. This applies to university members or English language professors. The questions focus on students' language skills, and these presented in the professors' English language to facilitate answering without any ambiguity and to ensure accurate information. This became a comprehensive overview of the questions related to how to adopt them for English professors

in Islamic universities in Indonesia, in particular. Maulana Malik Ibrahim Malang University.

3.5 Data Analysis

Gathering information is not crucial. The subsequent step is analyzing it. This involves taking the initial data collected and drawing conclusions from it. However, this analysis is conducted in several stages, utilizing tools and media integrated into higher education and linking them to other information. This is considered a stage of sufficiency because it involves multiple phases. First, data is collected, whether from questions given to professors or research participants. Then, this data is presented visually and accurately to understand the topic. Finally, we deduce the results from all of this to answer the research questions that may be posed.

Explain the stages of data analysis as follows:

Category	Implementation
Data Reduction	The first stage is done by summarizing and selecting important data from the observation and interview process regarding the implementation of multimedia tools in enhancing academic English, focusing on key challenges and successful strategies.
Data Display	The second stage involves gathering initial data from the observation and interview process.
Conclusion Drawing	The final stage is to draw conclusions from the research questions and make recommendations for improving multimedia in academic education in English.

3.1 Data Validity

The reliability or validity of the information obtained is the stage that is carried out according to the conditions specified in advance for the research. To ensure its acceptability and the integrity of the data, the differences from various sources are analyzed together in a process called triangulation, and their validity and correlation with each other are verified.

3.1.1 Triangulation

Triangulation enhances the validity of qualitative research findings by comparing data obtained from multiple sources rather than relying on a single data set. Based on Mathison (1988), triangulation enables evidence to be gathered from diverse methods, decreasing the potential of bias and strengthening the credibility of the findings. This approach strengthens the reliability of research by highlighting inconsistencies and repetitive patterns during the interpretation stages. In line with Mathison's (1988), this study implements triangulation by integrating the results of various data collections to assure the reliability and validity of the data.

CHAPTER IV
FINDING AND DISCUSSION

This chapter discusesd the findings that were collected through surveys and classroom observations carried out with English lecturers at Maulana Malik Ibrahim State Islamic University, Malang. This discussion presents an analytical explanation rather than causal claims by connecting the findings with the theoretical framework and previous studies reviewed in Chapter II.

4.1 Findings

The researcher examines the two research questions, with the first question to be addressed: “How do lecturers utilize multimedia to enhance students’ academic communication competence? and the second question to be addressed: “What pedagogical functions emerge from lecturers’ multimedia integration practices? Through these questions, several data were identified as aligned with the objectives of this study.

4.1.1 The Utilization of Multimedia for Academic Speaking Development

After analyzing the survey responses and classroom observations, it shows that lecturers use a structured step-by-step approach in integrating multimedia as indicated by the use of model-based instruction to guided practices in the learning process, ending with the students’ independent practice of English language speaking. The findings of the research from the observation and survey questionnaire data, which have been analyzed by the researcher, are presented below.

A. Pre-Activity Stage: Multimedia as a Modelling Tool

During the pre-activity stage, multimedia was used by lecturers as a tool for

demonstration rather than a production tool. It is found in the primary finding that lecturers tend to prioritize teaching theories and developing students' knowledge in vocabulary understanding rather than encourage students to actively engage in speaking tasks.

Based-on survey questionnaire data, every respondent uses PowerPoint and Kahoot, Word Wall while the majority also utilize YouTube, Canva, and AI tools. This shows that lecturers rely on a variety of digital resources to support their teaching in achieving interactive and effective speaking techniques. They also demonstrate to students how to organize ideas, use transitions, and show comprehensible arguments during presentations.

Furthermore, multimedia is used frequently or in nearly every class, demonstrating that it has become an essential, routine component of their teaching practice rather than an occasional addition. The integration of effective multimedia focuses on the receptive-to-productive stages of language learning. Using multimedia from the very beginning of the learning process, with provided examples can avoid cognitive load while building the necessary linguistic foundation. This learning approach effectively allows educators to evaluate students' performance.

B. While-Activity Stage: Multimedia for Guided Practice

In the while-activity stage, multimedia functioned as the primary learning support tool. According to survey questionnaire data, lecturers strongly believe that multimedia helps students understand concepts, provides authentic language input, creates engaging learning environments, and improves speaking skills such as comprehension, fluency, and participation. Hence, this critical analysis revealed four

key patterns. First, at certain points during the learning process, lecturers paused the video shown and encouraged students to repeat significant sentences. By employing this pedagogical strategy, students derived from passive learning to active learning by imitating pronunciations. Using this approach, students' comprehension of accurate pronunciation and sentence structures is improved.

Second, the findings indicate that less proficient students received more direct learning support, which included frequent pauses, concept explanations, and guided practice activities. In contrast, advanced or more proficient students demonstrated greater independence in utilizing digital dictionaries and artificial intelligence (AI) tools, such as ChatGPT and Google Gemini. These students employed such tools on their own initiative without explicit instructions from the lecturers.

Third, the multimedia content was deliberately designed to reflect Islamic values and cultural norms prevalent in the university setting. For instance, example dialogues and speaking prompts incorporated themes of mutual respect, honesty in communication, and ethical discourse, all of which align with Islamic principles of speech. Additionally, lecturers integrated culturally familiar expressions and polite forms of address commonly used within the Islamic education context, thereby fostering a more relatable and less intimidating learning environment for reserved students.

Fourth, lecturers gradually reduced their use of multimedia tools and resources as the learning process progressed. Students with varying English proficiency levels became more independent in learning after completing several stages of model-based learning, repetition, imitation, and feedback.

C. Post-Activity Stage: Multimedia for Extended Independent Practice

During the post-activity stage, the learning process expanded outside the classroom through the integration of multimedia as lecturers shifted their focus from guided exercises to self-reflection, motivation, and independent practices.

To ensure the learning process continued, some lecturers shared video and audio links through social media app WhatsApp for students to practice at home, while some lecturers used Zoom Meetings to invite native English speakers as guests to encourage real-time interaction and practices. These days, the use of multimedia as supporting tools was no longer applied explicitly during the classroom learning process, but students were encouraged to keep practicing independently using the tools they had familiarized themselves with.

The integration of multimedia aids learning process outside formal class hours. Providing multimedia as independent learning resources encourages students' independence in learning and builds students' lifelong habits in learning. An emphasis on Islamic values ensures that the supplementary learning process continues being culturally and religiously appropriate within the institutional context.

4.1.2 Outcomes of Multimedia Integration in Supporting Academic Communicative Competence

The analysis of survey responses and classroom observations resulted in several striking outcomes achieved from the integration of multimedia. These outcomes include students' improved comprehension of complex academic concepts, students' increased participation in class, improved mastery in vocabularies, increased ability in presentation, and increased self confidence in speaking English. The findings are

discussed in the following section along with their interpretive meanings.

A. Multimedia Enhances Comprehension of Difficult Concepts

From the analysis, lecturers agreed that the utilization of multimedia helps students in understanding complex academic concepts. Videos provide a visual context that makes abstruse grammatical concepts clearer and ensures students to observe and gain understanding about gestures and expressions so that meanings can be conveyed clearly even when vocabulary becomes an obstacle. In the preliminary classroom observation, it showed that first-semester students expressed higher proficiency in summarizing video content when given visual aids. These students were able to elaborate main ideas of a video after the first watch which showcased their increased comprehension and memory of course materials.

Multimedia provides visual and auditory channels simultaneously which can reduce cognitive load. It supports cognitive processes with facilitating the understanding of abstract concepts through contextual presentation. This finding directly responds to the research question regarding how multimedia supports academic communicative competence with building basic understanding before the production stage.

B. Multimedia Creates an Engaging Classroom Atmosphere

From the analysis, lecturers agreed that the utilization of multimedia helps students in understanding complex academic concepts. Videos provide a visual context that makes abstruse grammatical concepts clearer and ensures students to observe and gain understanding about gestures and expressions so that meanings can be conveyed clearly even when vocabulary becomes an obstacle. In the preliminary classroom

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Multimedia provides visual and auditory channels simultaneously which can reduce cognitive load. It supports cognitive processes with facilitating the understanding of abstract concepts through contextual presentation. This finding directly responds to the research question regarding how multimedia supports academic communicative competence with building basic understanding before the production stage.

C. Multimedia Improves Presentation Skills Through Video Modelling

Multimedia tools integration such as TED Talk Videos and YouTube greatly improved students' presentation skills. Students were able to comprehend effective presentation structures including openings, transitions, and closings better through reviewing how native speakers speak shown on those tools, rather than through verbal explanations. Findings from the observations indicated that first-semester students were able to deliver messages with clear structures that include opening, body, and closing after multiple times of imitating how speakers spoke on TED Talks and YouTube.

Through the exposure of expert models on platforms like TED Talks and YouTube, students are ensured to grasp effective presentation elements that can later be applied independently while presenting. As a result, the improvement in presentation skills serves as an indicator of increased academic communicative

competence.

D. Interactive Applications Support Vocabulary Acquisition for Presentations

Interactive tools such as Kahoot and Word Wall contribute as essential components in facilitating vocabulary mastery which is a basic skill needed to effectively convey messages in presentations. Tools like Kahoot and Word Wall ensure students exercise and enhance their understanding of relevant vocabulary used in interesting contexts without causing anxiety. This can improve students' accuracy and quality in verbal presentations. After using these interactive tools, students displayed increased skills in using vocabularies in a natural way during presentations.

Game-based learning tools help students with vocabulary acquisition by turning repetitive exercises into alluring activities which reduce emotional obstacles during the learning process. Interactive game-based learning tools contribute to the enhancement of academic communicative competence thoroughly by providing vocabulary that supports linguistic needs in academic presentations.

E. Lecturers Gradually Reduce Multimedia Support as Competence Develops

Observations during classroom learning revealed that lecturers gradually reduced the utilization of multimedia as students with different proficiency levels became more independent. Beginner-level students gradually became able to hold short conversations without the help of videos and acquired basic speaking skills, including turn-taking conversations and basic sentence constructions. Advanced-level students demonstrated higher independence by using different multimedia tools simultaneously without lecturers' orders. They also demonstrated more complex competencies, such as being able to hold long conversations, convey coherent arguments, and showing

strategic presentation techniques.

This pattern indicates that the effective integration of multimedia follows a model involving gradual release of responsibility, where technology supports students' development in the learning process without being a permanent foundation. Students with lower proficiency levels develop basic conversational competencies with the help of structured multimedia. Meanwhile, students with higher proficiency levels perfect advanced speaking skills, including structured presentations, the use of various vocabularies, and how they regulate themselves while speaking. Gradual reduction of support across proficiency levels displays how multimedia integration assists the enhancement of autonomous academic communicative competence, starting from basic speaking skills to advanced presentation skills.

4.2 Discussion

In this section, the researcher discusses the findings that were collected through surveys and classroom observations carried out with English lecturers at Maulana Malik Ibrahim State Islamic University, Malang. This discussion presents an analytical explanation rather than causal claims by connecting the findings with the theoretical framework and previous studies reviewed in Chapter II.

The researcher examines the two research questions, with the first question to be addressed: "How do lecturers utilize multimedia to enhance students' academic communication competence?" and the second question to be addressed: "What pedagogical functions emerge from lecturers' multimedia integration practices?" Both questions are systematically discussed, starting with observing lecturers' teaching practices, followed by their educational significance interpreted qualitatively.

4.2.1 The Utilization of Multimedia for Academic Speaking Development

Analysis of survey responses and observation field notes revealed that lecturers apply a systematically staged approach in the integration of multimedia. This approach includes demonstration by lecturers, guided exercises, and students' independent learning which resonates with Vygotsky's (1978) Zone of Proximal Development and Gibbons' (2014) concept of scaffolding since lecturers intentionally adjust their support based on gradual observations on students' performance.

Nevertheless, one crucial question arises from this alignment, that is "How useful is Vygotsky's Zone of Proximal Development as a daily practical tool used in class when lecturers lack formal assessment instruments?" According to this study, standardized tests were not given to determine each student's Zone of Proximal Development (ZPD), but instead lecturers provided an intuitive guide. They relied more on student assessment in order to provide a suitable guide, for instance giving more support to students who are more reserved or the ones who seem to be lost during the learning process. This raises a key question based on qualitative data: "If the main point of a theory is unable to be accurately identified by practitioners during the learning process without any special evaluation tool, what is its practical validity?" What the lecturers experienced in this study showed that scaffolding theory might be exaggerating lecturers' capability to do a real-time identification without any suitable assessment instruments which is a limitation that is rarely acknowledged in theoretical literature about scaffolding.

Addressing this limitation, lecturers believe that the effectiveness of multimedia does not depend solely on the technology itself but basically on how the

technology can be employed pedagogically. The gradual support given by lecturers appears to be more essential than the multimedia tools they utilize. Various multimedia tools such as PowerPoint, YouTube, Canva, Kahoot, and Artificial Intelligence (AI) tools like ChatGPT reflect what is described by Mishra and Koehler (2006) as an intersection of technological, pedagogical, and content information. The lecturers' willingness to embrace Artificial Intelligence (AI) tools aligns with the innovative practices described by Kohnke and Moorhouse (2022).

However, a qualitative finding in this study raised a question regarding the TPACK framework, similar to Vygotsky's Zone of Proximal Development (ZPD) that was discussed previously. Mishra and Koehler's model do not explicitly consider cultural or religious knowledge as a necessary area of expertise for lecturers. In a particular context of Islamic universities, lecturers involved in this study require something called the fourth dimensional knowledge "Knowledge of Islamic Values." This knowledge is essential to determine whether YouTube videos, Canva templates, or ChatGPT results are religiously appropriate for Muslim students. Lecturers determine if the content of multimedia tools is religiously appropriate by asking "Is it halal to be shown? Then, is the content appropriate to be conveyed?" Without the Knowledge of Islamic Values, the TPACK framework becomes unsuitable. A lecturer who is strongly knowledgeable in technology, pedagogy, and content but lacking in Knowledge of Islamic Values may choose videos with excellent in terms of linguistics. However, what they may fail to notice is that the chosen videos contain inappropriate images that do not align with Islamic values. These finding inquiries whether the TPACK framework, as originally designed, is a complete model for non-secular or non-Western education.

Questions regarding existing theories continue to emerge through comparisons between theoretical explanations that keep competing over time. Vygotsky's scaffolding theory depicts staged development as a successful support within the Zone of Proximal Development (ZPD). Nonetheless, Swain's (1985) Output Hypothesis offers an alternative explanation which argues that observed students increased speaking skills may not be caused by the scaffolding itself but instead caused by the forced result demanded by multimedia recording tasks. As one of the lecturers observed, "When students realize they have to submit a recording task, they cannot skip their turn. They have to create something." The qualitative data somewhat favors Swain's interpretation about one thing, several students with lower proficiency showcased significant improvement only after the submission of recording is mandatory, not throughout the guided exercise stage. This comparison suggests that scaffolding theorists may exaggerate the importance of lecturers' support while underestimating the importance of mandatory production in developing language mastery, which is a point that clearly emerged from the lecturers.

Shifting from theoretical comparisons to classroom practices, it is shown that students who are less proficient received more direct support from lecturers. This includes frequent pauses during multimedia usage, repeating key phrases, and structured independent recording. Meanwhile, students who are more proficient showcased higher independence by actively using digital dictionaries and Artificial Intelligence (AI) tools such as ChatGPT and Google Gemini during the learning process. This distinguished learning pattern aligns with Nation and Newton's (2009) emphasis about gradual release of responsibility in the learning process. This qualitative finding indicates that integrating multimedia effectively is not always a

suitable model for all, but instead an ongoing and context-sensitive diagnosis regarding students' readiness is also required. This argument is often ignored in technology-based learning processes.

However, when examined qualitatively, this distinguished approach could lead to unexpected consequences where significant tension usually arises. During the learning process in class, students with less proficiency received less exposure to multimedia-rich assignments that require independence compared to other students who are more proficient. One of the lecturers mentioned, "Advanced level students are busy exploring ChatGPT by themselves, while less proficient students are still stuck at repeating sentences that I demonstrated. I wonder if the gap is getting even wider." This discovery is against the assumption that a differentiated teaching approach is inherently fair. Multimedia integration in the learning process may unintentionally cause a greater performance gap by offering learning experiences that are subjectively diverse to different groups of students. This is why structured interactions between students with different proficiencies are needed, for instance pairing students with different proficiencies in collaborative multimedia-based projects.

A tension related to differentiated approaches causes emotional barriers. From the observation, it is revealed that students who tend to be timid are found to be more active when multimedia recording tools are used. This aligns with Harmer's (2007) argument about technology being able to lower affective barriers in language learning process. One lecturer expressed, "Students who never raise their hand in class are most likely to spend twenty minutes at home trying to perfect a recording." Nevertheless, qualitative data also shows that this effectiveness of multimedia does not always apply automatically in every class context without an intentional and structured design. More

serious and deeper affective barriers, like students' fear of speaking in public or in front of their peers, are proven to be hardly resolved by technology alone.

Therefore, it leads to a further comparison between Harmer (2007) and Oxford (2011) who have different arguments and claims. Harmer claims that the use of technology can lower affective barriers, while Oxford argues that language anxiety is caused by fear of speaking in real life settings, fear of negative impression, and exam anxiety. The qualitative findings indicate that Harmer's claim about students feeling less anxious when they are not being watched aligns well with the context of recorded tasks. On the other hand, Oxford's argument aligns better with the context of live speaking, since Oxford argues that fear of negative impression by their peers continues to exist even for students who perform well when recording tasks are involved. A student reportedly told a lecturer, "I can record at home, but in class, everyone is staring at me." According to this comparison, it is clear that Harmer's claim depends on the context which conveys that technology can only reduce students' anxiety that is related to fear of being watched and not fear of peers' evaluation and impression of themselves. Consequently, Oxford's multidimensional framework provides a more comprehensive explanation, yet not a lot of ELT studies that focus on technology cited this study. After the examination of how multimedia is utilized in English as a Foreign Language (EFL) teaching, the next section shifts the focus into the specific outcomes of multimedia integration in supporting students' academic communicative competence.

4.2.2 Outcomes of Multimedia Integration in Supporting Academic Communicative Competence

The qualitative finding that multimedia integration in the learning process aids

students in understanding complex concepts corresponds with Mayer's (2014) Cognitive Theory of Multimedia Learning about the simultaneous use of visual and auditory channels being able to decrease cognitive load and help students to understand deeper. Lecturers reported that videos help students grasp key ideas with less difficulty when given visual support and are able to turn vague grammar rules into clearer ideas. Nevertheless, Mayer's theory is also questioned by the qualitative data concerning its assumptions about universal cognitive processes, just like how Vygotsky and TPACK framework were questioned previously. When the same multimedia content is displayed, students who are less proficient in the English language are prone to encounter cognitive overload more than students who are more proficient.

One lecturer observed and stated, "My less proficient students are perplexed when a lot of things are happening on the screen simultaneously. They get disengaged. Meanwhile, the students who are more proficient enjoy it." From this statement, it can be seen that language proficiency somewhat controls cognitive load in ways that have not been completely discussed in Mayer's theory. In this theory, "students' learning characteristics" is treated as a secondary variable when the qualitative findings about multimedia design that decrease cognitive load for proficient students may increase load for less proficient students propose that "students' learning characteristics" may be a primary variable. This raises the question of whether Mayer's theory can be applied universally or only to students with higher proficiency who process language learning effortlessly.

Another comparison between Mayer and Paivio's (1986) Dual Coding Theory discloses additional interpretative discussion. Mayer argues that displaying packed and complex visual elements can cause cognitive overload and overstimulation, while

Paivio debates that even with dense visual elements, a good integration of visual and audio elements in multimedia can enhance learning. The qualitative observations make it possible to draw comparisons. When students are shown media with excessive visual elements, for instance long wordy texts that say exactly what the lecturer is explaining, they appear to be overwhelmed, overstimulated, perplexed, and tend to ask for further explanations. This observation favors Mayer's argument. On the other hand, when students are displayed media which visual and verbal elements are complementary even if it's visually dense, for example an infographic that is presented with a spoken explanation, their comprehension is enhanced. Students may also be able to grasp better ideas and elaborate concepts using their own words. This observation favors Paivio's argument. From this qualitative finding, it can be concluded that neither theory can be considered objectively correct. The main factor is because of the difference between repetition and complementarity in visual elements, which is a gap in studies that only employ one framework.

Lecturers widely hold a perception that multimedia integration makes the learning process engaging, which aligns with research conducted by Gilakjani (2017). In his research, it was found that multimedia tools help increase students' motivation, attention, and participation which is significantly essential in English as a Foreign Language (EFL) teaching since maintaining students' attention is a challenge (Harmer, 2007). However, students' participation alone does not always develop consistent linguistic accuracy when qualitatively examined. This aligns with the previously mentioned correlation between differentiation and equity. During learning activities involving multimedia tools like Kahoot and YouTube, students' high engagement sometimes results in rushed speaking attempts that cause speaking mistakes since

students prioritize answering speed and peer competition more than the correct grammar rules and vocabulary usage. One of the lecturers commented, “They are so caught up in winning the game that they shout any answer regardless of whether the sentence is correct or not.” The correlation between participation rate and learning outcomes indicates that the previous qualitative study may have overly emphasized emotional support from multimedia integration, ignoring the fact that students’ high engagement can also result in mistakes in English language learning. Viewing from a qualitative perspective, students’ high engagement should be treated as a medium to reach the actual goal, not as the goal in language learning.

The finding related to vocabulary acquisition corresponds to Nation and Newton (2009) which emphasizes the importance of repetitive exposure of language usage in different contexts. The increase in presentation skills through video-based learning corresponds with observational learning theory by Bandura (1977) since students succeeded in producing effective and structured presentations by watching native speakers on TED Talks and YouTube. However, these outcomes have to be understood and paid attention to within the context of broader complexities that have been identified.

4.2.3 The Contribution of Research

The tensions and alignments discussed in the previous section, the contribution of this study falls into three specific areas that significantly distinguishes this study from previous studies. Firstly, this study depicts different mechanisms that are happening simultaneously during the learning process. This naturalistic qualitative study offers detailed and contextual description related to how the integration of

multimedia simultaneously activates cognitive, social, affective, and behavior mechanisms in a real classroom setting, which is different from experimental studies that manipulate variables.

Moreover, this study shows how those mechanisms can simultaneously operate despite being under conflicting conditions, referring to the previously identified tensions, such as students' involvement versus language accuracy or differentiation versus equality. This complexity that is derived from observations and students' perspectives acts as the main contribution from this study. The integration of multimedia should not be viewed as a linear cause-and-effect process, but a dynamic tension-filled practice that requires educators' in-depth involvement. Previously, there has not been a qualitative study that documented how the four mechanisms interplay simultaneously under conflicting conditions in the context of multimedia integration during English as Foreign Language (EFL) teaching.

Secondly, this study offers contextual documentation related to learning practices in Islamic universities. English Language Teaching (ELT) technology literature that currently exists mainly derived from secular or Western contexts, which is mostly culturally and religiously neutral. This qualitative study offers a context-rich documentation regarding how an Islamic university's values actively shape multimedia selection, adaptation, and rejection integrated in the daily learning process. Different from Habibi (2021) who only specifically identified abstract tension between religious identity and technology, this study qualitatively documents how lecturers resolved the mentioned tension through content assortment based on values and theology-based Artificial Intelligence (AI) prompt engineering, as concluded in their own narratives and classroom practice observations.

Thirdly, this study offers qualitative documentation about the utilization of Artificial Intelligence (AI) in religious context. The use of Artificial Intelligence (AI) tools such as ChatGPT in Islamic universities demonstrates a unique pattern that has not been documented in any qualitative literature research. Artificial Intelligence (AI) is not used as a general teaching tool by lecturers, but instead it is used specifically to generate discussion topics that are rooted in Islamic history, ethics, and local cultural narratives. Through their own explanations of teaching practices, lecturers demonstrated how Artificial Intelligence (AI) prompts, such as "Generate a debate topic about environmental preservation from Islamic perspectives" are created. After that, they also showed how they reviewed and filtered the results, making sure they are theologically appropriate. Different from Kohnke and Moorhouse (2022) who focused on the utilization of Artificial Intelligence (AI) for overall language tasks in Western settings, this qualitative study demonstrates that the integration of Artificial Intelligence (AI) tools within religion-based institutions requires a supplementary layer of pedagogical evaluation, that is Artificial Intelligence (AI) results filtering to ensure that the results are religiously and culturally appropriate. This is one of the first qualitative studies that document Artificial Intelligence (AI) localization in English as Foreign Language (EFL) context within an Indonesian Islamic university.

4.2.4 The Uniqueness of the Context: Islamic University and AI Use

Following on from the second and third contributions mentioned previously, this study has its uniqueness in qualitative context since it investigates multimedia and Artificial Intelligence (AI) integration within an institutional culture that employs Islamic values as core principles on all educational practices. Revealed through

lecturers' real experiences, there are three correlated characteristics that contribute to this uniqueness.

First, Islamic values act as a content filter, not merely as additional values. In Western English language teaching literature, the criteria on multimedia content selection are mainly linguistic and pedagogical, while religion or culturally based filtering is rarely mentioned. On the other hand, lecturers at Maulana Malik Ibrahim State Islamic University explicitly applied religion-based filtering before considering the pedagogical aspect. As stated by a lecturer in an interview, "First, is it halal to be displayed? Then, is it appropriate to be used as a speaking exercise?" Through an interview, lecturers explained that multimedia contents that do not align with Islamic values are systematically prohibited before linguistic evaluation is done. For instance, contents that display inappropriate interactions between different genders that do not align with local Islamic norms, demonstration of forbidden practices like the consumption of alcohol, and Western culture that does not align with Islamic values are prohibited to be shown. Previously, there was no qualitative study that documented value-based prohibition of multimedia contents in the daily learning process.

Second, Artificial Intelligence (AI) tools undergo a religious localization process through theology-based prompt engineering. This heavily correlates with the first characteristic. Lecturers explained how they create Artificial Intelligence (AI) prompts to generate an Islamic framework. One of the lecturers shared, "I do not only ask ChatGPT for debate topics. I ask for debate topics from Islamic perspectives, including Al-Quran verses about acquisition." Lecturers also mentioned that ChatGPT results are reviewed not only for its linguistic accuracy, but also for its theological

validity. Lecturers reviewed the results by asking themselves whether those results align with Islamic practices and the Al-Quran verses used are accurate. This represents the localization of Artificial Intelligence (AI) that adds to the fourth dimension of TPACK framework, including Technology, Pedagogy, Content, and Islamic Knowledge, a finding that arose inductively from qualitative data.

Third, this study qualitatively fills in the gap that has been documented in Indonesian Islamic university literature. Habibi (2021) identified a tension emerging between technology adoption and religious identity. However, realistic practical solutions were not provided. Through rich qualitative description, this study documents how lecturers practically overcame this tension with three strategies that were locally developed. These three strategies include early filtering on YouTube contents using restricted mode and downloaded playlists, creating Artificial Intelligence (AI) prompts with Islamic framework as a basis, and modifying trendy tools like Canva with integrating appropriate images only and removing music. These strategies emerged from lecturers' critical thinking. This finding possesses implications outside of Indonesia in all contexts related to religion-based education.

4.2.5 Practical Implications

The following suggestions are based on observation through lecturers' real experiences, with turning this research's findings into recommendations that can be applied. Intended for teaching practices in class, the first recommendation is for lecturers to diagnostically check students' speaking ability for three minutes before multimedia-based exercises. Lecturers can use a simple three-point observational checklist: can students speak continuously? Can students correct their own mistakes?

Can students retell content without reading? This is done to determine appropriate scaffolding needs, as well as responding to the previous criticism regarding Vygotsky's scaffolding theory not having a practical diagnostic tool. Second, use the "Record-Then-Perform" method where students retell the same topic directly to their peers after recording at home. This serves as a response to a qualitative finding claiming that speaking skills shown in recordings cannot be applied in real-life conversations. Third, pair students with different language proficiencies to do video-based projects with the same speaking duration for each student. This is done to address the finding that argues about differentiation without interaction widening the gap in students' performances.

Intended for lecturer training, first add a module related to cognitive load management that teaches three concrete and observable rules, including using six words maximum for each point, using no background video during verbal explanations, and the "1-2-3" pause rule. This acts as a response to a criticism about Mayer's principles that cannot be applied automatically. Second, introduce the "TRACE" (Trustworthiness, Relevance, Accuracy, Cultural fit, Errors) protocol for Artificial Intelligence (AI) literacy as a framework lecturers can teach explicitly to students, responding to a finding about Artificial Intelligence (AI) being adopted without the appropriate literacy instruction. Third, conduct mandatory workshops about "Value Filtering Practices" where lecturers learn how to identify potential conflict of a value included in multimedia materials, as well as rewrite Artificial Intelligence (AI) prompts with integrating Islamic values, based on the organically developed strategies by lecturers.

Intended for policy and curriculum, first establish Islamic ELT multimedia repository that has been curated. Each material is labelled based on proficiency level

and value category in order to resolve time constraints and concerns related to content values that lecturers expressed frequently. Second, improve infrastructure for offline multimedia content by utilizing local servers and external hard drives, addressing the most mentioned obstacle, which is poor internet connectivity. Third, rebuild the assessment system to include speaking tasks in two formats. These include recorded presentations and live individual presentations that are categorized as independent format, together with Q & A (Question and Answer) sessions and interaction between students, which are categorized as interaction format. This is based on a qualitative finding that students' performances in recording format do not guarantee their live speaking skills. A balanced assessment approach should provide a meaningful weight to both recorded speaking performances and live speaking performances.

4.2.6 Concluding Synthesis

Summarizing all the discussion aspects, this qualitative study reveals that multimedia integration for academic speaking skills development at Maulana Malik Ibrahim State Islamic University is a complex and full of tension practice that both facilitates and hinders learning process simultaneously, as understood through lecturers' experiences and the observed classroom situation. Lecturers apply a gradual and multifaceted approach that aligns with Vygotsky and Gibbons' theory. However, the effectivity is limited due to the unavailability of practical diagnostic tool, risk of widening skill gap when differentiation occurs without structured interaction, as well as anxiety of face-to-face speaking even when students speak well in recordings. Essentially, this qualitative study is different from previous research since it provides

a detailed description about how different theoretical mechanisms function in tension as experienced by lecturers, for example cognitive load reduction versus cognitive overload or lessening in affective barriers versus recording format dependence. This study also demonstrates that Islamic values actively build multimedia selection and Artificial Intelligence (AI) as the main pedagogical filter rather than an optional addition, as derived from lecturers' statements and the observed practices that. The qualitative contribution of this study is empirical and contextual. This study provides one of the first descriptions reports that are rich in discussion about how Artificial Intelligence (AI) and multimedia tools function within English as Foreign Language (EFL) learning in Islamic higher education. These tools are believed to provide engagement, independence, values alignment, as well as obstacles concerning infrastructure gaps that have not yet been resolved, tension between participation and accuracy, and the inability to utilize the same competencies used in recording tasks and live verbal performance. Based on qualitative interpretation, the main argument is not about how multimedia is inherently effective or even ineffective, rather that its effectiveness depends on diagnostic teaching, cultural and religious localization, as well as intentional and context-sensitive management of the tensions in technology-based language learning. If these qualitative insights are not translated into practice, including diagnostic checks, value-based training, bridging protocols, and dual format assessment, the integration of multimedia is at risk at becoming an instructional design method that is technically sophisticated but pedagogically incomplete to address academic communicative competence demands in non-Western, religion-based educational settings.

CHAPTER V
CONCLUSION AND SUGGESTION

This chapter presents the conclusions and recommendations drawn from the study titled "Enhancing Academic Communicative Competence: A Qualitative Study of Lecturers' Multimedia Integration Practices."

5.1 Conclusion

This study finds that multimedia integration functions as structured instructional scaffolding implemented across three stages: pre-activity, while-activity, and post-activity. During the pre-activity stage, lecturers use TED Talks, YouTube, PowerPoint, Canva, Kahoot, Wordwall, and Quizizz to model speaking techniques and build vocabulary before students produce independent output. During the while-activity stage, multimedia serves as the dominant form of scaffolding through paused videos, choral repetition, corrective feedback, and differentiated support based on proficiency levels, with support gradually reduced as learners develop independence. During the post-activity stage, lecturers shift towards reflection and self-directed practice through WhatsApp links, Zoom interactions with native speakers, and AI tools, while consistently guiding students to select content aligned with Islamic values.

This study also identifies five pedagogical functions of multimedia integration: modelling effective speaking through expert examples; checking comprehension through interactive platforms; reinforcing vocabulary and pronunciation through repetition; building confidence in passive students through recording tasks; and promoting learner autonomy through independent use of AI tools and out-of-class practice. These findings confirm that multimedia integration is a consciously designed pedagogical strategy that supports academic communicative competence across cognitive, affective, and social dimensions.

5.2 Suggestions

5.2.1 Suggestions for Teachers

Teachers should treat repetition as meaningful scaffolding rather than mechanical drill, applying it most intensively during the while-activity phase and gradually reducing it to build student independence. A consistent three-phase approach should be maintained, with varied use of Kahoot, Wordwall, Quizizz, ChatGPT, and Google Gemini according to students' ability levels. The integration of Islamic values into multimedia content must be sustained throughout, and recording tools should be used to encourage quieter students to participate more actively.

5.2.2 Suggestions for Students

Students should actively participate in review activities and continue practising outside class by listening to English dialogues, repeating key phrases, and using them in daily contexts. They are encouraged to maximise the resources provided, including interactive apps and AI tools, while remaining selective in their content choices to ensure alignment with Islamic values.

5.2.3 Suggestions for Future Researchers

Since this study was conducted at a single institution with a limited number of participants, further research is needed across different educational levels and broader sample sizes. Future studies should examine the long-term effects of multimedia scaffolding, compare it with conventional methods through experimental designs, and explore student experiences through in-depth interviews. Researchers are also encouraged to develop a comprehensive multimedia integration model that combines pedagogical, technological, and Islamic cultural dimensions, as well as address infrastructure constraints such as poor internet connectivity through offline or low-data solutions.

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APPENDICES

Appendix I

Survey Permit: Enhancing Academic Communicative Competence: A Qualitative Study of Lecturers' Multimedia Integration Practices.

KEMENTERIAN AGAMA REPUBLIK INDONESIA
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Nomor : 653/Un.03.1/TL.01.04/02/2026 09 Februari 2026
Sifat : Penting
Lampiran : -
Hal : **Izin Survey**

Kepada

Yth. Ketua Prodi TBI UIN Maulana Malik Ibrahim Malang
di
Malang

Assalamu'alaikum Wr. Wb.

Dengan hormat, dalam rangka penyusunan proposal Skripsi pada Jurusan Tadris Bahasa Inggris (TBI) Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:

Nama	:	Salma Sayed Mahmoud Ahmed
NIM	:	220107110094
Tahun Akademik	:	Genap - 2025/2026
Judul Proposal	:	**Enhancing Academic Communicative Competence: A Qualitative Study of Lecturees' Multimedia Integration Practices**

Diberi izin untuk melakukan survey/studi pendahuluan di lembaga/instansi yang menjadi wewenang Bapak/Ibu

Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik disampaikan terimakasih.

Wassalamu'alaikum Wr. Wb.

Dekan,

Dr. Muhammad Walid, MA
NIP. 19730823 200003 1 002

Tembusan :
1. Ketua Program Studi TBI
2. Arsip

Appendix II

Research Letter: Enhancing Academic Communicative Competence: A Qualitative Study of Lecturers' Multimedia Integration Practices.

KEMENTERIAN AGAMA REPUBLIK INDONESIA
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Nomor : 688/Un.03.1/TL.01.04/02/2026 11 Februari 2026
Sifat : Penting
Lampiran : -
Hal : **Izin Penelitian**

Kepada

Yth. Kaprodi TBI UIN Maliki Malang

di
Malang

Assalamu'alaikum Wr. Wb.

Dengan hormat, dalam rangka menyelesaikan tugas akhir berupa penyusunan skripsi mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:

Nama	:	Salma Sayed Mahmoud Ahmed
NIM	:	220107110094
Jurusan	:	Tadris Bahasa Inggris (TBI)
Semester - Tahun Akademik	:	Genap - 2025/2026
Judul Skripsi	:	**Enhancing Academic Communicative Competence: A Qualitative Study of Lecturees' Multimedia Integration Practices**
Lama Penelitian	:	**Februari 2026** sampai dengan **April 2026** (3 bulan)

diberi izin untuk melakukan penelitian di lembaga/instansi yang menjadi wewenang Bapak/Ibu.

Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik di sampaikan terimakasih.

Wassalamu'alaikum Wr. Wb.

a.n. Dekan,
Wakil Dekan Bidang Akademik,

Prof. Dr. Muhammad Walid, MA
NIP. 19730823 200003 1 002

Tembusan :
1. Yth. Ketua Program Studi TBI
2. Arsip

Appendix III

Instrument Validation Letter: Enhancing Academic Communicative Competence: A Qualitative Study of Lecturers' Multimedia Integration Practices.

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Nomor : VAL-031/Un.03.1/FITK/TL.01.04/2/2026 12 Februari 2026
Lampiran : -
Perihal : Permohonan Menjadi Validator

Kepada Yth.
Harir Mubarok
di-
Tempat

Assalamualaikum Wr. Wb.

Sehubungan dengan proses penyusunan skripsi mahasiswa berikut:

Nama	:	Salma Sayed Mahmoud Ahmed
NIM	:	220107110094
Program Studi	:	Tadris Bahasa Inggris
Judul Skripsi/Tesis	:	ENHANCING ACADEMIC COMMUNICATIVE COMPETENCE: A QUALITATIVE STUDY oF LECTUREES' MULTIMEDIA INTEGRATION PRACTICES
Dosen Pembimbing	:	Harir Mubarok, Suparmi Ami

Maka dimohon Bapak/Ibu berkenan menjadi validator penelitian tersebut. Adapun segala hal berkaitan dengan apresiasi terhadap kegiatan validasi sebagaimana dimaksud sepenuhnya menjadi tanggung jawab mahasiswa bersangkutan.
Demikian Permohonan ini disampaikan, atas perkenan dan kerjasamanya yang baik disampaikan terima kasih.
Wassalamu'alaikum Wr. Wb.

Dekan,
Prof. Dr. H. Muhammad Walid, MA
NIP. 19730823200003100 2

Appendix IV

Observation Note: Enhancing Academic Communicative Competence: A Qualitative Study of Lecturers' Multimedia Integration Practices.

NO	Observation Focus	Indicators Observed	Findings
1	Use of Multimedia by Teacher	Use of video/audio and presentation tools	The teacher utilized video/audio materials and presentation tools (e.g., PowerPoint/Canva) to model conversations and introduce vocabulary.
2	Integration of Islamic Content	Inclusion of Islamic expressions	Multimedia materials included Islamic expressions such as greetings and daily phrases, supporting value-based learning.
3	Teaching Technique	Repetition and guided practice	The teacher paused multimedia and asked students to repeat, reinforcing pronunciation and comprehension.
4	Student Engagement	Participation and confidence	Students actively participated, with shy learners showing increased involvement when multimedia was used.
5	Use of Technology by Students	Use of digital tools	Students used smartphones and digital tools during learning activities; however, no voice recording activity was observed.
6	Speaking Development	Fluency and confidence	Students demonstrated improved speaking confidence and spoke more actively with multimedia support.
7	Use of Islamic Expressions	Natural usage in speaking	Students were able to use Islamic expressions naturally in their spoken interactions.
8	Feedback Strategy	Teacher feedback approach	The teacher provided direct feedback during classroom interaction; no recording or playback of student performance was observed.

9	Extension of Learning	Use of external platforms	The teacher shared multimedia materials (e.g., via WhatsApp) for additional home practice.

10	Gradual Independence	Reduction of multimedia reliance	The teacher gradually reduced multimedia support to encourage student independence.
11	Vocabulary Development	Use of dictionary and board work	Students used dictionaries to find new vocabulary and wrote it on the board for class discussion.
12	Digital Tools Utilised	Variety of platforms	Various digital tools were used, including AI tools, videos, e-books, and interactive platforms such as Kahoot.

APPENDIX V:

Survey Results – Enhancing Academic Communicative Competence: A Qualitative Study of Lecturers' Multimedia Integration Practices.

NO	Question	Response Options
A. Respondent Background		
1	Name	Open- ended
2	How many years have you been teaching English at the university level?	☐ Less than 3 years ☐ 3 - 6 years ☐ 7 - 10 years ☐ More than 10 years
3	Which courses do you currently teach?	☐ Academic Speaking ☐ English for Academic Purposes (EAP) ☐ Listening and Speaking ☐ General English ☐ Other
4	How would you rate your overall proficiency in using technology for teaching?	☐ Beginner (I only use basic tools like PowerPoint) ☐ Intermediate (I can use various tools like YouTube and Kahoot) ☐ Advanced (I can easily use new tools like AI applications) ☐ Expert (I can teach others and develop technology-based materials)
B. Multimedia Tools Usage		
5	Which of the following multimedia tools have you used? (Select all that apply)	☐ TED Talks / TED-Ed ☐ YouTube educational channels ☐ Documentaries ☐ PowerPoint / Google Slides ☐ Canva

		☐ Podcasts ☐ Kahoot! / Quizizz ☐ Google Classroom ☐ ChatGPT / AI tools ☐ News / Movie clips ☐ Other
C. Frequency of Multimedia Integration		
6	How frequently do you integrate multimedia?	☐ In nearly every class (91-100%) ☐ In most classes (61-90%) ☐ In some classes (31-60%) ☐ Occasionally (10-30%) ☐ Rarely or never (<10%)
D. Level of Agreement (1 = Strongly Disagree, 5 = Strongly Agree)		
7	Multimedia helps students understand difficult academic concepts	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐
8	Multimedia provides authentic models of academic language	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐
9	Multimedia creates an engaging classroom atmosphere	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐
10	Multimedia improves students' speaking comprehension	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐
11	Multimedia encourages students to speak more	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐
12	Multimedia improves academic speaking fluency	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐
13	Students use more academic vocabulary after watching videos	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐
14	Students deliver better presentations using multimedia	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

15	Student confidence in speaking has	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

	Increased	
16	Should Islamic values inform multimedia selection?	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐
E. Challenges in Multimedia Integration (1 = Not Severe, 5 = Extremely Severe)		
17	Lack of equipment	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐
18	Poor internet connection	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐
19	Lack of time to prepare	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐
20	Students getting distracted	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐
F. Islamic Values and Western Content		
21	When using Western content (e.g., TED Talks), do you face challenges related to Islamic values?	☐ Yes, frequently ☐ Yes, occasionally ☐ Rarely ☐ Never
G. Recommendations	What would support better multimedia integration? (Select all that apply)	☐ Institutional guidelines for content selection ☐ Curated repository of appropriate content ☐ Professional development workshops ☐ Better infrastructure ☐ Other
H. Open-Ended Questions		
24	Describe one effective strategy you have used to enhance academic speaking skills with multimedia.	Open-ended
25	What recommendations do you have for balancing modern technology with Islamic values in English teaching?	Open-ended

APPENDIX V:

Survey Findings: Enhancing Academic Communicative Competence: A Qualitative Study of Lecturers' Multimedia Integration Practices.

Survey results show that all respondents are experienced English lecturers, with most having 7–10 years of teaching experience. They primarily teach General English and demonstrate at least intermediate digital competence, with the majority at advanced levels. This indicates that participants are well-prepared to integrate technology into their teaching.

Multimedia is widely used in the classroom. All respondents use PowerPoint and Kahoot, while most also use YouTube, Canva, and AI tools. The majority use multimedia frequently or in nearly every class, making it an essential part of their teaching practice.

Respondents hold very positive perceptions of multimedia. They agree that it helps students understand concepts, provides authentic language input, creates engaging learning environments, and improves speaking skills, including comprehension, fluency, and participation. However, poor internet connection remains the main challenge. Other issues such as lack of equipment, limited time, and student distraction are less significant. Regarding Western content, most teachers report few difficulties. They address potential issues by carefully selecting and adapting materials and encouraging critical thinking about cultural differences.

Finally, multimedia is perceived to positively impact students' speaking ability, including vocabulary use, presentation skills, and confidence. Teachers also emphasize that multimedia should align with Islamic values, highlighting the importance of careful content selection and value integration.

APPENDIX VI

Documentation: Enhancing Academic Communicative Competence: A Qualitative Study of Lecturers' Multimedia Integration Practices.

Appendix VII

CURRICULUM VITAE

Name	: Salma Sayed Mahmoud Ahmed
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Gender	: Female
Faculty	: Faculty of Education and Teacher Training
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Educational Background:

1. High School	: Omar Ibn El Khattab	(2016 – 2018)
2. University	:	
	A- Faculty of Law, Helwan University	(2018-2022)
	B- English Education Department, UIN Malang	(2022-Now)