

Developing English interactive learning multimedia of listening and speaking for the tenth-grade students

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Abstract: This research aims to develop a computer-based interactive learning multimedia for the teaching of English Listening and Speaking for the tenth grade students in Pelabuhanratu. This study adapted the development model suggested by Sugiyono (2014), the steps are: (1) exploration (2) development of the prototype, (3) expert validation and revision, and (4) try-out and final revision. The findings indicate that the appropriate learning multimedia for the tenth grade students in Pelabuhanratu are the learning multimedia that: (1) gives students a lot of oral cycle practice, (2) generates low pressure learning, (3) promotes student-centred learning, (4) trains students to practice micro skills of listening and speaking and (5) provides Bahasa Indonesia translation in the learning instruction. This product is rated as “very good”. Experts scored the product 3.22 and 3.28, whereas users scored the product 3.61 and 3.79 for its content and appearance respectively. The results indicate that the developed product is considered “appropriate” for the teaching of English.

Keywords: interactive learning multimedia, the teaching of listening and speaking

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INTRODUCTION

The demand of English language ability for high school graduates is not merely to pass National Examination but more importantly to compete in the real life situation. Either the students will extend to higher education or look for a job after graduation, the ability to communicate in English will be needed.

Unlike an old-school method that feed students up with grammatical rules and translation skills, nowadays students are trained under Communicative Language Teaching. It does not mean that grammatical competence is less important than communicative competence but basically language is a means of communication therefore language learning should be taught contextually. To create a learning environment, where students could communicate in English contextually is one of the challenges faced by the English teachers in English as foreign language countries.

During English lesson, students at the high schools in Pelabuhan Ratu are instructed to talk in English as much as they could, however creating English environment is not as easy as instructing students to use English in the classroom. When researcher tried to ask some students why were they hesitant to speak in English, the answer varied from shy, scared of making mistakes in grammar and pronunciation, they do not know how to talk in English and what to talk, and they do not feel interested with the learning activity. From the answers above, it can be seen that self-esteem is one of some factors that affect students' willingness to use English in the classroom.

Brown (2007, p. 155) states that people derive their self-esteem from the accumulation of experiences with themselves and with others and from assessments of the external world around them. Andres in Brown (2007, p. 156) suggests teacher to give optimal attention both to linguistic goals and to the personhood of their students so that they could “unfold their wings”. Students' experience of making mistake and being teased by their peers could lower their confidence. Learning environment

where students do not have to be afraid of making mistakes and the peers who could appreciate others' effort in the process of learning would increase students' self-esteem and encourage them to be more active to communicate in English.

To prepare students in surviving global competition, Information Technology is said to be one of some basic skills that are required. This view is supported by Daggett (2010, p. 1), he mentions in his paperwork that to prepare students to meet the demands of an increasingly technological world, technology must be integrated into learning. The other factor is language, to enable students to mingle in the global environment, English as the most used international language should be mastered.

Therefore learning activities that could improve students' ability in those two areas are needed. The teaching and learning process at school are basically involving the students, the teacher, learning media, materials and activities. As the foreign language learners of English, students in Indonesia face various problems and also barriers.

The students were mostly hesitant to practice English during the English lesson. In the observation, it could be seen that the students tend to keep silent and prefer to whisper whenever they need to talk to their friends. When the teacher asked a question, only a few of them enthusiastically answered the question. When the teacher asked them to prepare a draft and get ready to speak up, even though all students stated that they were ready no one would voluntarily start. The teacher had to pick a student and the appointed one was really nervous and embarrassed while the other looked relieved. Researcher found out based on the interview that the main reason is the lack of students' self-confidence.

Psychological problems like shyness, anxiety and lack of confidence that were found by the researcher during the observation are also addressed by Juhana (2012, p. 100). He concludes that psychological factors such as fear of making mistake, shyness, anxiety, lack of confidence and lack of motivation hinder students from speaking in English class. Those factors were commonly caused by their fear of being laughed at by their friends. It is believed that the possible solution to overcome those psychological factors are motivating them to be more confident, training them with a lot of speaking practice and creating a learning environment that are supportive where the students could realize that making mistakes are a part of learning and it is not something embarrassing.

In this study researcher focused on solving the problem related to the lack of learning media used during the teaching and learning process. This problem could be addressed by developing an appropriate interactive learning multimedia for the students. Neo, Neo, & Yap (2008, p. 663) concludes that the multimedia elements in the module helped students ease and simplify the understanding of the content and allowed them to visualize the information, which then helped them to do their assignment. It provided a fun element to the learning process and enhanced their learning of the material. Therefore, the researcher convinced that the developed product of this study could be a suitable tool to address the problems in the research setting.

The developed product is designed to promote student-centered learning activity, the students could discover English on their own through the experience of using learning multimedia. The product could attract students' interest in learning English because it was developed by involving multiple media such as pictures, animations, audio and videos. It could also facilitate students to practice on their own pace, they could practice anytime, anywhere and at any part which they like or need. The students were hesitant to speak in English because they were afraid of making mistakes, therefore the learning activities in the developed program were designed so that students could have pronunciation and conversation practices with their peers

The multimedia learning product developed in this research was limited into the listening and speaking skills because the expected result is the students could practice English and have oral communication at least during the English class. The learning materials were developed based on the kurikulum 2013 with a special feature of emphasizing in the linguistics elements.

The term "multimedia" has been defined by some experts in a number of ways. Mayer (2009, p. 5) uses the simplified definition of multimedia as "the presentation of material using both words and pictures." Meanwhile, Ivers & Barron (2002, p. 2) explain that "in a general term, multimedia is the use of several media to present information. Combinations may include text, graphics, animation, pictures, video, and sound." In line with them, Bhatnager, Mehta, & Mitra (2002, p. 4) describe multimedia as "a combination of several elements such as text, graphics, sound, and motion video which are transmitted to the users through a computer".

When designed correctly, a multimedia module can stimulate students and transform learning into an active, engaging process. Huang (2005, p. 224) states that a good interactive multimedia allows students to (1) visualize difficult and naturally dynamic concepts, (2) promote active learning, problem solving and critical thinking with interactive simulations and virtual environments, (3) interact with the content with self-quizzes and (4) access content anytime, anywhere, at any pace.

In addition, Mayer (2009, pp. 267-268) explains seven cognitive principles of interactive learning multimedia. The principles are: multimedia principle, modality principle, redundancy principle, coherence principle, signaling principle, contiguity principle and segmentation principle. The product development of this study refers to the theories above to ensure the validity of the product.

Khoo (1999, pp. 230-236) presents ten benefits of using interactive learning multimedia, they are: reduced learning time, reduced cost, consistency and fairness, increased retention, mastery of learning, increased motivation, more interactive learning, increased safety, privacy/accommodates individual learning styles and flexibility. The benefits of using interactive multimedia in learning are also revealed by Cairncross & Mannion (2001, p. 158): multiple media, delivery control, access routes, individual preference and interactivity.

The target users of the developed product in this research are the students with *Bahasa Sunda* as their native language. It is not necessary for L2 learners to be a native like speaker, language variation or dialect is acceptable as long as the language could be understood or mutually intelligible. English as the most used intentional language are learnt by speaker of many languages. To be mutually intelligible, people needs standardization. Wardhaugh & Fuller (2015, p. 36) mention that it is not at all easy for us to define Standard English because of a failure to agree about the norm or norms that should apply. Even though, it is impossible to speak English without an accent (Wardhaugh & Fuller, 2015, p. 42) the pronunciation should be understood during the communication. Therefore practicing and creating English learning environment for English as foreign language learners are necessary.

Boyd and Muphey (2002, p. 35) has argued that “one of the most powerful uses of multimedia is to immerse the user in a learning environment”. Indonesia is not an English speaking country, and outside of the English classroom, people speak Indonesian or other local languages. As a result, the learners find it difficult to speak English in their daily lives. By using the software, learners can experience a simulated environment of English. Moreover, in the environment of CALL, Liou (2000, p. 75) indicated “Nowadays, technology has new potentials in multimedia or hypermedia-type courseware where students have considerable freedom to navigate in the environment”. With this potential, students can have enhanced contact with English exposure.

The distinctive features that differentiate this study with the previous studies are the research setting, the research subject, and the objective of this research. The setting and the subject of his study have never been participated in the learning multimedia research and development previously. The objective of this research is also specified in the development of a learning multimedia program for a specific group of students by considering their needs.

In a nutshell the background of this study are: the students were hesitant to practice English, the teaching and learning process conducted in teacher-centered way, the lack of media used in the teaching and learning process and the need of an attractive and facilitative learning media to help encourage students’ practice of English. The problems could be formulated as “What are the characteristics of an appropriate interactive learning multimedia of listening and speaking for the tenth-grade students at senior high schools in Pelabuhanratu?”. In line with the problem formulated above, the objective of this study is to develop an appropriate interactive learning multimedia of listening and speaking for the tenth-grade students at senior high schools in Pelabuhanratu.

METHOD

This study is classified into educational Research and Development (R&D). Gall, Gall, & Borg (2003, p. 569) define educational Research and Development as an industry-based development model in which the finding of research are used to design new products and procedures, which then are systematically field-tested, evaluated, and refined until they meet specified criteria of effectiveness, quality or similar standards.

The research took place at four state senior high schools in Pelabuhanratu. The preliminary observation was done during the English lesson in the middle of 2016. The data collection was done in

those four schools in January 2017. The development took about two to three months then the evaluation and revision were done around May 2017.

The research subjects were four classes of the tenth-grade students and four English teachers. The schools are the only four state high school in the research setting area. The development model applied in this research is adapted from the R & D procedure proposed by Sugiyono (2014, p. 409). The researcher decided to adapt these model in consideration of the efficiency of time, budget and personnel. However, it has covered all the essential steps in the R&D procedures. The model consists of five main stages which are inquiring potential and problems, data collection, designing product, validating product design and the last is revising the product design.

Inquiring Potential and Problems. This was the first step of the research. Researcher inquired the potential and problems that could be found in the field. To inquire the potential and problems researcher conducted observation, distributed some questionnaires to the teachers and the students and held an unstructured interview with some students at schools.

Data Collection. After the potential and problems were found, the next step was collecting data or information by conducting observation and distributing questionnaires to the students. **Product Design.** After collecting some data of the learners' and learning needs, in this step researcher started to develop the product that could solve the problems found in the earlier stage of this research.

Product Validation. After the first draft of the product was done, the product should be validated or evaluated by some experts. The manual book and CD are validated by the experts. The experts involved in this stage were an expert of instructional technology, an expert of English language learning and the English teachers as the person who understand the field and the students better.

Product Revision. After being validated by some experts, researcher got some essentials corrections and suggestion to improve the weaknesses of the first developed product. The instruments were used during the process of inquiring potential and problems, experts' judgment and try-outs are: **Observation Sheet:** Observation was done in the preliminary research in the initial stage of this study. **Questionnaires:** There were five kinds of questionnaires distributed in this research. The first was a questionnaire to gather information about the teachers' profile, the second was aimed to inquire students' view about the teaching and learning process of English at schools, the third was content assessment questionnaire for expert, the fourth was multimedia assessment questionnaire for expert and the last was evaluation questionnaire distributed after the try-out. The questionnaires were developed based on the Likert Scale, the researcher used four scale questionnaire to avoid neutral result.

Interview Guidelines: The Interview was conducted in two phases; in the initial research and in the try-out. Qualitative data were analysed and described using qualitative data analysis proposed by Miles & Huberman (1994, pp. 174-175). They label their approach 'transcendental realism' and their analysis has three main components which are; (1) data reduction, (2) data display and (3) drawing and (4) verifying conclusions. The data obtained from the questionnaire in the initial research were analysed using frequency and percentage.

The data obtained from the experts' judgment and users' evaluation questionnaires used Likert scale with four point scale as the measurement. The scale was interpreted into numerical values from one to four. The numbers then converted into several categories based on the following conversion table. The conversion table applied in this research is the conversion table proposed by Mardapi (2008, p. 123)

RESULT AND DISCUSSION

In the Research and Development study, the first step is to conduct an initial research in order to find the potential and problems. The potential are, the first as the experienced teachers, the observed teachers could conducted the English lesson and manage the students well. The second, the teachers have tried to implement scientific learning, the learning method that was suggested in the teaching and learning process by *Kurikulum 2013*. The third, the English teacher have consistently conducting the lesson in English to encourage the students to speak English. However, in several occasion they switch the language into Bahasa Indonesia to make the explanation more understandable.

The fourth, the textbook used in the classroom was provided by the Ministry of Education and Culture of Indonesia. The book were developed by a competent developer team. The book presents some learning activities of productive and receptive skills. It provides students with reading comprehension, writing, and speaking exercises but not listening exercise. The last, the teachers have used leaning media

in facilitating the teaching and learning process. During the class observation the use of media were restricted on textbook and exercise book (*LKS*). This situation could be improved by considering the potential of the school facility, the teachers and the students.

Apart from the five potential that were found during the observation, there are six problems that should be addressed. The problems are, the first despite all schools have implemented *Kurikulum 2013*, some teacher still stick to conventional ways. The second, students-centered leaning has not optimally implemented. In all the observed classrooms. There were only several students who actively and enthusiastically follow the lesson. In the group work, it was also noticed that the same students dominated the talks.

The third, whenever the teachers raised a question “do you have any question?” the answer is silent. Researcher assumed that they have acquired all the lesson clearly but in fact when the students were asked to answer some reflective questions, they answered to them vaguely in a low tones. The fourth, in the group work, even though the teacher insisted the students to use English they ignored it. Based on the interview, the reason is they don’t know what to say. They mentioned that they lost the vocabulary when they wanted to say something. They were afraid of making mistakes of grammar and pronunciation, and being laughed at by their peers. The main reason behind this is actually their lack of practice. A language could not be mastered merely by memorizing the vocabulary or formulas but having more conversation practice

The fifth, the textbook used during the lesson did not provide students with audio and visual exposure for the teaching of listening. However, listening is the basis input for speaking skills, and speaking or communication skill is important for the students. Moreover listening skill is one of the skills that are being tested during the National Examination. The last, the use of learning media was limited on the textbook and whiteboard. The teacher served as the pronunciation model for the students. This situation is not necessarily be considered as a problem but, this condition could still be improved by utilizing the facility and equipment that are available at school.

The initial research produced a list of potentials and problems that are formulated into eight points of finding remarks. Those findings are formulated into the development of the product’s prototype. The finding remarks are as follows.

Based on the availability of facility and equipment. All the high schools involved in this research are state schools with accreditation A. The schools have been equipped with a sufficient language or computer laboratory that could be utilized in the English language learning process. Therefore it was decided that the developed product n this research is a computer-based learning multimedia program. The product implementation is limited for some schools that have already equipped with a sufficient computer/language laboratory.

Based on the users’ education background. The English learning multimedia developed in this research is basically a tool that helps teachers in delivering learning materials to the students. It means to improve students’ comprehension and facilitate them with English exposure in the form of audio and visual files. The English teachers involved in this research are having variety of education backgrounds, moreover the potential users’ of this product are not always someone with a high proficiency of computer and technology. Therefore the developed product in this research should provide users with a comprehensive manual book, so that they could operate the program easily.

Based on the students’ intensity of practicing English. The findings indicated that the use of English by the students are limited during the English lesson. That was also worsen by the fact that only a few students actively use English during the lesson. During the interview, the students told that they have no necessity of using English as a means of communication in the current environment, therefore the developed product in this research should facilitate learning so that the students could improve their intensity of English conversation practice, at least during the English lesson.

Based in the students’ confidence in practicing English. The research findings shows that 55% of the respondents would be hesitant and stop practicing whenever they make mistakes on grammar or pronunciation during a speech or conversation. However, English, or any other language, could not be mastered by merely memorizing the vocabulary or grammar formula. To master a language, the students need more practice, therefore the developed product in this research should generate a fun and low pressure learning environment for the students by stimulating them with lots of English exposure and conversation practice. They can control the learning pace so they can repeat the part that they are lacking and also having individual or pair practice.

Based on the learning method. The learning method applied in the observed classrooms have not fully adapted student-centered learning. The teachers still become the main actor in the learning process, they feed the students and lead the lesson. Therefore the developed product in this research should facilitate the learning process in order to achieve student-centered learning. To minimize the teachers' role as the main source of information, encourage the students to observe and discover by stimulating their sight and hearing.

Based on the students' activeness during English lesson. During the English lesson the teachers have encouraged the students to use English as a means of communication but they ignored the rule and silently use *Bahasa Indonesia* in whisper. Based on the interview, the students said that they do not know what to say. They mentioned that they lost the vocabulary and they were afraid of making mistakes of grammar and pronunciation. Based on their confession, researcher gave them advice to have more practice and consult to dictionary whenever they are not sure about a certain word. Therefore, the developed product in this research should facilitate the students to practice some micro skills of speaking so they will have a proper amount of bullets before entering the warzone. It means, preparing the students with grammar, vocabulary and pronunciation exercises before they have the real conversation practice.

Based on the lack of a certain skill in the learning materials. The textbook used during the lesson did not provide students with audio and visual exposure for the teaching of listening. However, listening is the basis input for speaking skills, and English communication is important for the students. Therefore, the developed product in this research should provide listening materials to help students improve their hearing sensitivity towards English words or sentences. The listening materials could also help teachers to present pronunciation and intonation example for the students.

Based on the variety of learning media used during the lesson. The use of learning media in the observed classrooms was limited on the textbooks. The teacher served as the pronunciation model for the students. This situation is not necessarily be considered as a problem but, this condition could still be improved by utilizing the facility and equipment that are available at school. Therefore, the developed product in this research is should offer a variety of learning medium such as pictures, videos, animations, audio recording and also interactive activities that enhance students understanding.

The prototype was developed by combining those findings from initial research, the theories of multimedia learning and the theories of English language learning. As the definition of interactive learning multimedia explained in the chapter two, the developed product in this study is a learning medium that combines some elements to create learning environment. Those elements include sound, graphics and color, animation, video and hypermedia. The combination gives advantages for the learners and believed to increase learners' understanding, it is in line with the cognitive principles of interactive learning multimedia.

The prototype was developed by combining some learning elements, it complies with the Multimedia Principle. The learning activity in this program was limited into practicing the oral cycle. This limitation makes students learn more effective, as stated in the Modality Principle. Besides, those skills are also in need to be addressed in the research setting. The input in this learning multimedia, videos, audio recording and glossary, were selected to agree with the learning objectives to comply with the Redundancy Principle.

The prototype of this learning multimedia product consists of 3 learning units with 5 sub units which are the tasks, review, glossary, reflection and tell me more. The learning activities in this multimedia program are varied, each type of task or question gives learners immediate feedback as the sign of the interactivity. Those types of question are as follows

Matching questions, this type of activity asks learners to match an object in the left side with an object in the right side. Learners only need to click on each object and a line would appear to connect those two objects. The object could be an audio recording, texts or images. Once all the objects have been matched, the learners would be given an immediate feedback.

Multiple Choice Question, in this type of activity, learners are asked to decide a correct answer for each question. The questions are in reference with the learning input that the students have leant before such as a video or conversation.

Drag and Drop Question, in the "drag and drop" activity, learners are asked to listen to an audio recording that gives them some hints about a certain object or people. After listening to the hints, they should drag the correct image of an object or people that has been described then and drop it on the right place.

Fill in the Blank Question, in this learning activity, learners are asked to type their answer in the form of word(s) to complete a sentence. There are two types of this question, one is conversation guided and the other is words guided. The first one gives audio recording as the guidance while the later gives word(s) as the hint.

Multiple Response, this type of question is basically similar with the “multiple choice” question except the number of its correct answer. In the “multiple response” question learners are asked to mark more than one correct answer. They should be able to mark all the correct answer to complete the task.

Watch Video-Answer the Questions. In this type of task, learners are asked to watch a video and answer some questions related to the video. Watch Video-Say the mentioned expressions. In this type of task, learners are asked to watch a video then mention some expressions that are stated in the video.

Listen Audio-Practice the Pronunciation or Conversation. In this type of task, learners are asked to listen to an audio recording that shows words pronunciation or a conversation. After that they should repeat the pronunciation or practice the conversation in pairs.

Have Conversation in Pair or Group. After having several observation tasks, drill and guided conversation practice in this task learners are asked to have free conversation practice in pair or group. They are given some situations then they should create their own sentences.

Have Discussion in Pair or Group. In this type of task, learners are asked to listen to a conversation and answer the following questions. After answering those questions they are asked to share their thoughts by discussing their answers in pair or in group.

Guessing Games. To play this game, first the teacher should put a certain word on the learner’s back. The learners should work in pair to guess the word. One of them would throw several questions and the other could only answer by saying “yes” or “no”.

In summary, this study was conducted as a Research and Development study, the method followed by the researcher is the adaptation of R&D method proposed by Sugiyono (2014, p. 409). The first step in doing this research was conducting initial research in the field. The research was conducted by doing several techniques of data collections, such as observation, questionnaire and interview. The research was conducted in four classes of grade X students. The initial research produced a list of potentials and problems that are formulated into eight points of finding remarks. Those findings are formulated into the development of the product’s prototype.

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The learning multimedia also labeled as “interactive” because it gives learners opportunities to control the flow of learning, like to repeat any part that are interesting for them, it complies with the Coherence Principle. In each learning unit researcher also put a warm-up activity to give learners prior exposure, it is important to fulfil the Signaling Principle. The learning multimedia program encourages learners to have practice both intra-personally by having games and interactive learning exercises with the computer and inter-personally by having conversation practice with their peers. Both are in line with the Contiguity and Segmentation Principle respectively.

In terms of the appearance, the program was designed by following some characteristics of appropriate interactive learning multimedia proposed by Huang (2005, p. 224), Muthukumar (2005, p. 47) and Mayer (2009, pp. 267-268). Here are some examples of the application of the theories, the learning multimedia was design by having simple navigation that provide interface control for the users. It presents learning activities that give learners opportunity to interact with the content such as a number of self-quizzes that give them immediate feedback. The program was also developed as a computer

software that could be accessed anytime, anywhere and at any pace as long as the learners have a personal computer or a laptop available.

In terms of the learning materials and activities, this learning multimedia program was developed by referring to some language and learning theories. It was also designed to match the condition of the observed classrooms where the learners are in need to have more English learning exposure and oral cycle practice. The listening activities were developed by referring to the guidance to check students' comprehension as stated by Brown (2001, p. 259). Such as listen and repeat, modelling, multiple choice, fill in the blank and conversing. However, the speaking activities were developed by referring to the guidance in preparing speaking activities proposed by Richards (2008, pp. 21-28).

The learning multimedia program also emphasises on giving learners more practice in pronunciation, grammar and vocabulary. The theories of cross-linguistics influence inspired the researcher to develop extra practice in some phonemes that are potentially problematic for the Sundanese speaker who learn English, for example /t/, /v/, /z/, /dʒ/, /d/, /θ/, /ʃ/, /tʃ/, /f/, /ð/, and /ʒ/ (Anggie, 2007, p. 102), (Raharjo, 2010, p. 89). It does not aim to make the students speak like a native because having an accent or a dialect is not wrong as long as the meaning could be transmitted well during the conversation but it is also necessary for them to know and practice the Standard English pronunciation.

Once the first draft has been done, it was evaluated by two experts. One is a learning multimedia expert and the other one is an English language teaching expert. After being evaluated by the experts, the product was revised. The next step was, conducting try-out of the second draft. The subject of the research try-out were four English teacher who were also involved in the initial research stage. The try-out involved only the teachers without the students. The researcher came into the decision after considering that the objectives of this research is to develop a learning medium that is appropriate for the purpose of teaching English Listening and Speaking. The study was not an experiment study that seeks the learners' improvement between before and after using the product in learning.

It is appropriate to try the product out to the teachers because they know their students best and what is needed by them. They could assess whether the developed product is appropriate or not to be implemented in their classroom. Moreover, this learning multimedia program was not designed to be used by the learners without any guidance from the teachers, trainers or peers. Indeed, some activities in the program could be done autonomously by the learners by interacting with the computer alone but some are not, so the role of teachers in the multimedia learning classroom could not be eliminated. Gilakjani (2012, pp. 57-66) also explains a theory about this, the teachers' role in using interactive learning multimedia in the classroom are as a facilitator, guide, integrator, researcher, designer and collaborator.

The results of the evaluation by the experts and try-out by the users show that the interactive learning multimedia program developed in this study is considered as "very good" in both appearance and content aspects. The experts gave some points to be revised and the English teacher also gave some suggestions to improve the quality of the product. Based on the suggestions, the product was revised and then the final product was developed

CONCLUSIONS

In conclusion, the initial study produces eight points of finding remarks. Those findings became the basis in developing the prototype of the product. The findings has been explained in the findings and discussion part. The evaluation by experts indicated that this interactive learning multimedia has been developed "Very Good" in terms of its content and also appearance. In term of the learning content this program got 3.22 point while for the appearance it got 3.28 point.

From the multimedia experts, the revisions are (1) the exit button should have exit confirmation, (2) there is no exit button in the help page, (3) the home button should direct users to the main menu, not to the title page, (4) the Unit 2 button in the main menu is mal function, (5) it is better to have a full screen appearance, (6) The reflection page of Unit 1 is not necessarily pop-up as a new window page.

After being revised, the program then being tried-out to the users. From the questionnaire the English teachers gave the learning content score 3.61 point while for the appearance it got 3.79 point. 6. In addition, the English teacher also suggested some idea for the improvement of the product. (1) to attach more words for the glossary section, (2) make more units for the programs, (3) provide more learning exercises and (4) to attach Bahasa Indonesia translation for the tasks' instruction.

After conducting the initial research, developing the product, evaluating and revising the product, this research came into conclusion that the characteristics of an appropriate English learning multimedia for the tenth grade students of senior high schools in Pelabuhanratu are as follows.

The computer-aided learning multimedia program that provide users with a comprehensive manual book, so that the users from any background could operate the program easily. The learning multimedia that gave students a lot of speaking practice so they could improve the intensity of English conversation practice. The learning multimedia that generate low pressure learning environment by stimulating students with English exposure, practice and games.

The learning multimedia that encourage the students to observe and discover by stimulating their sight and hearing to promote student-centered learning. The learning multimedia that train students to practice micro skills of speaking and listening. The learning multimedia that provide students with Bahasa Indonesia translation in learning instruction and have sufficient amount of English vocabulary in the glossary.

This research is expected to be able to give a valuable contribution to some parties who are engaged in the implementation or development of interactive learning multimedia. For the students, they should use this learning multimedia as a supplementary material to practice more on communication in English language learning. For the English teachers, they should integrate technology to enhance students' learning process.

For the other researcher, this research could be a reference to conduct another research on the development of learning media. Some parts of the developed interactive multimedia still need more improvement such as, the sound quality, the scope of *KI/KD*, the enrichment of the learning materials and the larger group of try-out, the limitations of this study could be some input for other researchers to make a better learning multimedia.

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