The Development of Instructional Multimedia For Teaching Speaking Using Experiential Learning Method For The Eighth Grade Students of *Madrasah Tsanawiyah* Miftahul Jannah Palangka Raya

Muhammad Rezeki *
Universitas Palangka Raya, Indonesia
Email : muhammad.rezeki@fkip.upr.ac.id *

Abstract, Learning process is designed to achieve graduation standard where the objective of teaching learning process is to develop student's attitude, knowledge and skill competence. However, based on the preliminary observation, The problems frequently found in English Learning is that their native language causes them difficult to use the foreign language. The students are seldom to practice their speaking because they are afraid of making mistakes. Therefore, the students should actively involve in the learning process and understand about the material deeply. Regarding of those conditions, this study is intended to develop Instructional multimedia for teaching speaking using Experiential Learning Method. The subject of this research and development (R and D) was the eighth grade students of Madrasah Tsanawiyah Miftahul Jannah Palangka Raya. The research was accomplished through the procedures of need analysis, adoption of syllabus and lesson plans, first draft of instructional multimedia development, expert validation, media revision, media try out, and final product. The Research instruments used in this study are questionnaire, interview, and observation which were distributed to the students, teachers and also the expert validation. The data obtained were analyzed and explained qualitatively. The result of need analysis showed that the students and teachers required instructional multimedia which is relevant to their major content needs, interest, motivation, and Curriculum. Considering to the results, the multimedia was selected and adapted from Ministry of Education source, relevant school books, and appropriate websites. The important thing that the multimedia is focused to adopt the syllabus and lesson plans. The data collected from questionnaires, interview, and observation reflected that the students were very interested to learn speaking using Experiential Learning method and the teachers were in need and intended to adopt the instructional multimedia of teaching speaking using Experiential Learning method in their teaching speaking process. The Final Product in this research is in the form of video of teaching Speaking Using Experiential Learning Method for the eighth Grade students of MTs Miftahul Jannah Palangka Raya.

Keyword; English Language Teaching, Experiential Learning , Instructional Multimedia

1. INTRODUCTION

The Instructional Multimedia is an important part in teaching learning process had to be concerned carefully by the teacher of English. Instructional Multimedia is a communication medium that refers to all combined uses of text, images, graphics, photos, animations, sound and video to produce an integrated interactive presentation or application to communicate a message or information to an audience. The instructional multimedia that is given to the students has to fulfill the requirement in curriculum and syllabus. It also has to fulfill the learners' need. In line with this, the teacher has to be able to select the instructional multimedia that is suitable for the learners.

One of Instructional Multimedia that needs to be developed for teachers is Instructional Multimedia for teaching speaking. English Speaking ability is very important to be able to participate in the wider world of work. Nunan (1995:39) stated that "to most people, mastering the art of speaking is the single most important aspect of learning a second or foreign language,

and success is measured in terms of the ability to carry out the conversation in the language." Speaking in English is still difficult for most students in Indonesia. English is learned as a foreign language in Indonesia and Indonesian students rarely speak English in their daily lives. In English learning, students are seldom to practice their speaking because they are afraid of making mistakes. As Harmer (2007:45) stated that "students are often reluctant to speak because they are shy and not predisposed to express themselves in front of other people, especially when they are being asked to give personal information or opinions." Therefore, the students should learn how to speak English correctly and fluently because the function of speaking is conveying the ideas and thoughts.

Experiential learning is learning by Experience. It means students should be involved in real-life tasks and challenges. Learning with experience made students actively involved in the learning process and understand about the material deeply (Reynold and Vince, 2007:06).

Threeton and Ewing (2010) stated that "Experiential learning has been a major component of career and technical education for many years; however, implementation of experiential learning in career and technical education often differs from the research based theoretical framework of true experiential learning."

Rekno (2008) examined the effect of Experiential learning on vocabulary mastery. The research showed that Experiential Learning has improved the students' vocabulary mastery by steps: Warming up, presentation, practice, and production. The result has been proved effective in improvement speaking skill.

A Classroom Action Research by Agnes (2008) showed that Experiential Learning could improve the students' participation. The students' score was getting better in each cycle from the results of the test the mean score of the students was 9.44. While, before the teacher did the action, the mean score of the students was only 6.26.

Sixth and Feinstein (2008:40) stated that the success of experiential learning was the demonstrated understanding by the student of his or her role and active participation in the experiential learning process.

In this research, the Instructional Multimedia for Teaching Speaking using Experiential Learning Method for Eighth Grade Students of MTs Miftahul Jannah Palangka Raya Academic Year 2014/2015 was developed.

Need Analysis

In order to gather the information of the media needed of the teacher and students, the need analysis is conducted and the result of the analysis of need analysis is used as the basis in developing instructional media for teaching.

In this research, need analysis is conducted in order to obtain the information about the target that is the teacher and the students. It is actually to find out the type of interest, motivation and needs of the students in the eighth grade students of MTs Miftahul Jannah Palangka Raya.

Materials Development

Materials development is both a field of research and a practical undertaking. As a field it studies the principles and procedures of the design, implementation and evaluation of language teaching materials' (Tomlinson 2001: 66). As a practical undertaking it refers to anything which is done by writers, teachers or learners to provide sources of language input, to exploit those sources in ways which maximise the likelihood of intake and to stimulate purposeful output: in other words the supplying of information about and/or experience of the language in ways designed to promote language learning. Ideally the 'two aspects of materials development are interactive in that the theoretical studies inform and are informed by the development and use of classroom materials' (Tomlinson 2001 : 66).

Materials developers might write textbooks, tell stories, bring advertisements into the classroom, express an opinion, provide samples of language use or read a poem aloud. Whatever they do to provide input, they do so ideally in principled ways related to what they know about how languages can be effectively learned. In this research, it will concentrate on the three vital questions of what should be provided for the learners, how it should be provided and what can be done with it to promote language learning.

Materials Evaluation

This term refers to attempts to measure the value of materials. In many cases this is done impressionistically and consists of attempts to predict whether or not the materials will work, in the sense that the learners will be able to use them without too much difficulty and will enjoy the experience of doing so. Material Evaluation should challenge this vague, subjective concept of evaluation and advocate more systematic and potentially revealing approaches. It is not necessarily enough that the learners enjoy and value the materials.

Experiential Learning

Beard (2010:16) stated that "Experiential learning is a term that has many ideologies assumed it problematic, Some debates discuss about the extent of experiential learning with the point that 'distinction between experience and non-experience becomes absurd.

Reynolds and Vince (2007:06) stated that Experiential learning in simple term is learning by Experience. It means that students should be involved in real-life tasks and challenges. Learning with experience made students actively involved in the learning process and understand about the material deeply.

Kolb (1984:04) Stated that Experiential learning is a process of constructing knowledge that involves a creative tension among the four learning modes (diverging, converging, assimilating, and accommodating) that is responsive to contextual demands. In addition, Kolb describes in more depth the learning process in experiential learning cycle. This process is portrayed as an idealized learning cycle or spiral where the learner "touches all the bases" experiencing, reflecting, thinking, and acting-in a continously process that is responsive to the learning situation and what is being learned. Immediate or concrete experiences are the basis for observations and reflections. These reflections are assimilated and distilled into abstract concepts from which new implications for action can be drawn. These implications can be actively tested and serve as guides in creating new experiences.

The Proposition of Experiential learning

Kolb (1984:19) stated that the theory of experiential learning is built on six propositions, they are:

a) Learning is best conceived as a process, not in terms of outcomes.

b) All learning is relearning.

c) Learning requires the resolution of conflicts between dialectically opposed modes of adaptation to the world.

d) Learning is a holistic process of adaptation to the world.

e) Learning results from synergetic transactions between the person and the environment.

f) Learning is the process of creating knowledge.

From the propositions of experiential learning above, as stated by Kolb that learning is a process, not in terms of outcomes. This is similar as said by Dewey (In Kolb, 1984:79) that "education must be conceived as a continuing reconstruction of experience: the process and goal of education are one and the same thing." Based on that statement, the teacher should pay attention to the process of teaching and learning for the students. Moreover, the teacher has to know the background of the students, character, environment, and so on, to understand and to identify the way of students in gaining knowledge in the classroom.

Developing Experiential Learning Method in teaching speaking

In management education circles, the first theory of Experiential learning has created by Kolb. A four-stage cyclical theory of learning, Kolb's experiential learning theory is a holistic perspective that combines experience, perception, cognition, and behavior. His theory has been reported as 'extremely influential' and 'is rarely seen as problematic', while there are some critics that been questioned, for example, the need to progress sequentially through the

cycle. In essence, experience alone, or what is often called 'learning by doing' (Reynolds and Vince, 2007:139).

By the time, experiential learning was developed into some models. In this research, 4-H model of experiential learning method is used as the method which is needs to be developed. The origin of 4-H is come from the United States is as a youth organization administered by the National Institute of Food and Agriculture of the United States Department of Agriculture (USDA), with the mission of "engaging youth to reach their fullest potential while advancing the field of youth development." The name represents four personal development areas of focus for the organization: head, heart, hands, and health. The 4-H model has adopted a process that allows student to first learn by doing before being told or shown how and then process the experience. The experiential learning model developed by Pfieffer and Jones and modified by 4-H includes five specific steps (Millard, 2011).

The "learn-by-doing" approach allows student to experience something with minimal guidance from a teacher. Instead of being told "the answers," they are presented with a question, problem, situation, or activity which they must make sense of for themselves. Learning by doing is called "experiential learning" because it is based on learning from experiences. Diem (2011) stated below is the roles of students and teachers in each of the steps of the experiential learning process:
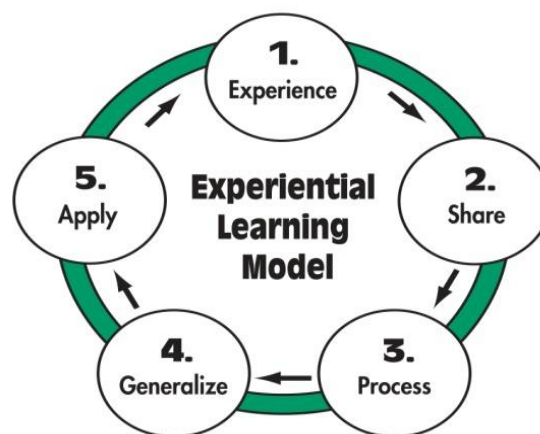
Pfeiffer, J.W., & Jones, J.E., "Reference Guide to Handbooks and Annuals"
© 1983 John Wiley & Sons, Inc.
Reprinted with permission of John Wiley & Sons, Inc.

a. Experience (Doing)

The teacher describes the experience or activity that student will have do before they are told or shown how. Encourage student to think about what they might see or what might happen by asking.

b. Share (What happened?)

The teacher develops questions that will be asked to the students about their experience and their reaction to the lesson after they have completed the activity. Then the students should Share the results, reactions, and observations publicly. They describe the results of the experience and their reactions.

c. Process (What's important?)

The teacher develops questions that will be asked to the the students about something they felt was important about the experience. The process is by discussing, looking at the experience; analyzing, reflecting. Students relate the experience to the targeted subject matter being learned.

d. Generalize (So what?)

The teacher develops questions that will be asked to the students about how the experience related to their own lives. Generalize to connect the experience to real-world examples. Students connect the subject matter to the larger situation of learning.

e. Apply (Now what?)

The teacher develops questions that will be asked to the students about how they could apply what they learned to a similar or different situation. Apply what was learned to a similar or different situation; practice. Student use the new subject matter and life skill experiences in other parts of their lives.

2. METHODS AND PROCEDURES

As it deals with the development of instructional Multimedia Referring to the problem and the objective of the research, the data needed in this research were collected from the result of questionnaire and interview gained from MTs Miftahul Jannah. The data were classified into:

a) The data taken from curriculum and syllabus

b) The data collected from the needs assessment

c) The data given by the expert in validation process, and

d) The data gathered during the try-out

The first data used as the basis to develop the multimedia. The second data used to determine whether the multimedia has been developed in accordance with the theories underlying it. Then the fourth data used to determine the applicability of the multimedia for the eighth grade students of MTs Miftahul Jannah Palangka Raya.

Instrumentation

In order to get the sufficient data needed for the research, three types of instrument were used to investigate the appropriateness of the English Instructional Multimedia developed. They were questionnaires, interviews and observation. The explanations are as follow:

a. Questionnaires for the students to investigate their interest, motivation, and needs in order to know their acceptance to the teaching method using Experiential Learning Method.

b. Unstructured Interview with a teacher and the students to investigate the perception and expectation toward the development of English teaching approach, material, strategy, topic, teaching activity, and the problem faced by the students.

c. Observation intents to collect the information about the target situation and about the existing learning and teaching situation.

Subject of the research

The subjects in this research were the English teacher and the eighth grade students of MTs Miftahul Jannah Palangka Raya.

For the try-out of the multimedia, ten above average achievers, ten average achievers, and ten below average achievers were chosen. The number of representative students was arbitrary, but according to Dick and Carey (1999:47), each group, from the above average, average, and below average group of achievers, consisting of ten each, was considered adequate to be a representative of the eighth grade students of MTs Miftahul Jannah Palangka Raya in the try out activity.

Research Design

As it deals with the development of teaching material, this research is under research and development (R and D). The objective of R and D is to produce a finished product that can be used in teaching-learning activities. In this case, the finished product is an English Instructional Multimedia in the form of Video of teaching Using Experiential Learning Method for eighth grade students of MTs Miftahul Jannah where later this will be as the reference by other teachers.

The procedure of development a model teaching Multimedia in this research consist of need assesment, reference research, material development, expert validation, revision, try out, evaluation, and final product. In order to get information about the need of the students, the questionnaires are used. All the data collected from these instruments are used to suit the needs of the students in case of developing the material. Determining goals and objectives

conceptualizing content, selecting and developing material and activities, organization of content and activities are adapted into the step of material development.

In this research, expert's opinion will be used to validate the developed material, and try out is used to evaluate the effectiveness of the material as a basis to make revision. Researching references was added to enhance the quality of developed materials. It is conducted by researching the theories and exploring relevant studies to support the material development.

The stages of research design of this research was adapted from Sugiyono (2013:409):

The stages that will be done by the writer in developing the instructional material could be clearly seen as follows:

1. **Need Analysis**

    Ideally, the material that is developed should reflect the students' need in learning English. Each student has different background knowledge and it will influence his or her need in learning English. So the materials that are taught have to be restricted based what their need.

2. **Reference Research**

    In this research, some theories about material development and relevant previous research is explored as the basis for the development. It will be done in order to develop the qualified materials and to select the appropriate materials than could be used in instructional multimedia that is developed.

3. **Material development**

    After the reference the research is done, the third stage of this development process is the material development. In this stage, the theory that has been studied in the previous stage and the information that has been gathered are used as the basis in developing material.

4. **Expert validation**

    The term validation, according to Esseff in Qomariah (2010:41) means a process of try out and revision of the developed material. In this stage what is meant by validation is expert validation. There is a person who is considered as an expert in the material development who will give the validation whether the developed materials has fulfilled the required criteria that had been set for the purpose of this research or not.

5. **Revision**

    In this stage, the revision is done when the data collected during the expert validation indicate that the material developed does not fulfill the criteria reflected in the purpose of the research, and the data collected from the try-out of the revised materials still indicate

difficulties or problem that may be experienced by the students in their effort to achieve the teaching learning objectives.

6. Try-out

The material is tried out in order to know whether it is suitable for the students, whether it really help the students in achieving the English competence that is expected in the objective of the learning.

7. Final Product/Video of teaching

At the final stage, after the material is revised and tried out, the writer will make the evaluation the material that is developed. The evaluation is done based on the achievement of student competence in learning English. After the evaluation is done, the writer will make the final product of instructional multimedia in form of video in order to be used by other teachers as model of teaching speaking using Experiential learning method.

3. RESULT OF THE RESEARCH

The development of instructional multimedia of teaching speaking using Experiential Learning method in this research was done based on the idea that students' need, motivation, and interest in learning English at the classroom activities. They were in need of English instructional multimedia that suit their needs, motivation and interest.

The discussion of the result of the needs assessment involves the result of the questionnaire, the result of interview, and the development of the first draft of the multimedia. The discussion of the tried out of the multimedia involves the result of observation and result of interview.

The Result of the Needs Assessment

The data of the needs assessment covered information of what the students need to learn. The data were collected by using questionnaire on students and interview on an English teacher. Based on these data, then, the first draft of the multimedia was developed.

Questionnaire Distribution and Interview

The questionnaires for students were distributed to all samples, that is, 30 students. They were expected to return the questionnaires in the following day to give sufficient time to give their responses.

Unstructured interview was done to English teachers.

The Interview about the School Demand toward English Instructional Multimedia in MTs Miftahul Jannah Palangka Raya

The analysed data were as follows:

1) The Objectives and process.

Based on the teacher's responses, the current method that she used is Contextual Teaching and Learning. She ever applied the method in the classroom but not organized well. Sometimes, she applies the method spontaneously without any preparation. She still found some difficulties in creating appropriate topics and materials. Considering the students' needs, towards teaching and learning, she agreed that each school should develop its own criteria for balancing between the activities and the underlying method that teachers used which related to two general requirements for selections: multimedia must a. have a clear connection to established educational objectives and b. address the needs of the students for whom they are intended.

In this term, Instructional multimedia of MTs Miftahul Jannah Palangka Raya should align with the general philosophy of the school, the curriculum goals and objectives of the English learning, and the learning outcomes of the particular course or grade level. For instance, the method may be included because they reflect the school's philosophy of encouraging critical thinking in relation to controversial situations and points of view. Or method may be included because they meet the curriculum objective of presenting accommodate voices from different eras or diverse cultures. Or they may be included to address specific learner outcomes.

2) The Skills.

Responding to these questions, the teacher answered that the developed method should integrate all those four skills. There are many situations in which more than one language skill is needed. For this reason, it is valuable to integrate the language skills. Integrating the skills will allow the students to build in more variety into the lesson because the range of activities will be wider. In this research, speaking has more concern but Instead of just having speaking, the students can have listening, reading and writing practice. This can raise their motivation to learn English. Moreover, the teachers stated that all skills are important. None of them can be ignored.

3) The Problem faced by the students

Responding to these questions, the teacher stated that students listed to the action of being afraid and ashamed to make mistakes as their speaking problem. She also stated that they could not reach the standard score that was provided by Education Department of 75 based on *Keputusan Kepala Sekolah MTs Miftahul Jannah Palangka Raya tentang penetapan kriteria*

ketuntasan minimal (KKM) this was also becoming the problem; the teacher said it was a hard score to be reached by the students.

The Questionnaire about the students' needs toward Instructional Multimedia.

There were thirty students in the eighth grade students of MTs Miftahul Jannah Palangka Raya who were involved in the questionnaire and try-out activities. Ten students are from above average achievers, ten students from average achievers, and ten students are from below average achievers who were chosen and considered adequate. The questionnaire was distributed to them, and all of them had answered all the questions in questionnaire and had returned them to the researcher, so that the needed information could be identified.

The questionnaire for the students was firstly tabulated. Every component was evaluated by using percentage, thus, it was converted into qualitative data such as 100% (all), 90-99% (mostly), 80-88% (a lot of), 50-79% (many), 30-49% (some), 1-29 (less), and 0% (None). The format of questionnaire can be seen in appendix. The interpretation of the data gathered was described in the following discussion.

1) Method

To find out the indicators of instructional multimedia, the questions were focused on the method used in teaching speaking that is experiential learning. From the students' responses on the questions can be concluded that all of the students (100%) need to have an interesting method in their speaking learning and all of the students (100%) wanted to learn speaking using Experiential learning method.

2) Topics of material

Concerning on the topics of instructional multimedia, all of the students (100%) thought that the topic should be interesting. Many students (0%) considered the topic is interesting when it is related to their background. Less of students (18%) prefer the topics on new information they want to know, while many students (74%) prefer daily topics.

3) Skills

Regarding with the skills in English learning, fewer students (12%) agreed to listening skill as the priority in English learning. (18%) on reading skill, (10%) on writing skill, and many students (60%) stated that Speaking is the most important skill among others to be mastered in English learning.

4) Assessment

Regarding with the assessment in teaching Speaking. Many students (64%) agreed that the teacher should conduct an oral practice for the students. Some of the students (33%) agreed

that the teacher should ask them to solve a task in a group. Less of students (3%) stated that the teacher should ask them to make a written report.

The Development of the First Draft of the Multimedia

Considering the data collected from the needs assessment, the first draft of the proposed instructional multimedia was developed. The draft was mainly developed on the basis of curriculum. It was divided into three (3) topics with a heading standard of competence. The topic were chosen based on the syllabus and ordered according to the complexity, but they were presented under the topics the students usually encountered in daily lives.

The topic of the material is how to make request in English. They were taken from English book Grade VIII by Pustaka Ilmu Publisher and Short conversation video from youtube by Thanh Ngo Duc as Vietnamese educator. The multimedia was developed in such a way that the tasks encouraged the students' activities.

First, in relation with Experiential learning method, Teacher made connections between prior knowledge and experiences about how to make request and the students gave their feedback about their prior knowledge and experiences how to make request, it is called as Experiencing step.

Second, The students publicly shared their result of understanding according to the topic delivered by the teacher such as giving the example of how to make request and wrote it down on the whiteboard, it is called as Sharing step.

Third, The students discussed their experience and reflect it to the real situation. In this case, the students need to get involved in real-life task as making a conversation based on their daily activity related to the topic, it is called as Processing step.

Fourth, The students connected the experience with real word examples about how to make request. In this case, the students made their own conversation and practice their speaking based on their daily activity related to the topic, it is called as Generalizing step. The last, Teacher helped the students to feel a sense of curiosity for what was learned. In this case, the teacher asked the students about how they felt about the lesson and what was learned by them, it is called as Application step.

Analysis of the Development of Instructional multimedia

The purposes of the development of instructional multimedia for eighth grade students of MTs Miftahul Jannah Palangka Raya were:

1). To give model of speaking method that were in line with students' need, motivation and interest.

2). To give model of instructional multimedia that could be used in teaching learning process by the teacher.

Validation of the Developed Instructional Multimedia

Validation of the instructional multimedia was done by giving the developed materials and multimedia to the expert of material development and multimedia to be commented and evaluated. There were two experts to validate the video, the first was English lecturer who validated the aspects of material, and the second expert was the expert of multimedia who validated aspects of the multimedia.

The aspects of the material validated were the process, content of materials, instructional objectives/steps, media, topics, instructions, tasks, language, and the video. The aspects of multimedia validated were visual, angle/shot, composition, audio, editing, originality, maintainability, usability, compatibility of the video.

The multimedia was validated to be evaluated based on the aspects above. The result of validation showed some positive and negative points.

Analysis of the try Out Instructional Multimedia

During the try-out observation, there was an impression that the students were very familiar with the topics discussed in instructional material. At the first meeting, in pre-instructional activities, students started the learning process by praying and then the teacher makes connection between prior knowledge and experiences about how to make request as the topic and the students give their feedback about their prior knowledge and experiences how to make request. After that, the teacher asked the students to prepare the media (Projector and LCD) then, the students watched Short conversation video from youtube by Thanh Ngo Duc as Vietnamese educator to stimulate their curiosity about the material. In the video, there are three conversations related to the material. The students watched the video with full attention and after watching the video, the teacher explained the material which is related to the video based on syllabus about how to make request. The students respond well and write down the material on their paper. Then, the teacher asked the students publicly share their result of understanding to make some examples by pronouncing it and write it down on th whiteboard. The students got three sources of material which are from the video, teacher's explanation and their friends' examples. In order to get involved in real-life tasks, the students discuss their experiences and understanding about the material so they could reflect it to the real situation. they made some conversation in three places; at library, In the mosque, and in the sport field. In conversation practices, the students connect the experience with real word examples about how to make request, they practiced their speaking in simple conversations confidently

although some of their spellings are incorrect but they could get the experience about speaking in real-life tasks deeply. After conducting the conversation task, the teacher helped the students to feel a sense of curiosity for what was learned by asking them about how they felt in order to stimulate their reactions about the material and about the tasks that they have been accomplished. In closing activities, the teacher gave task for students to do the homework in their books so they can explore more about the material. Then, the teacher asked one of the students to conclude the material. The teacher appreciated the students' activities and involvement by telling them that they have done a good job. Finally, the teacher gave suggestion to the students to practice their speaking and then, the teacher closed the lesson.

At the second and third meeting, the situation seemed to be more conductive than before. The students seemed to enjoy the materials and the tasks which had been combined in various ways. The instructional material and the method which had been composed provided students with the topics and the way they can really find in the real life situation that seemed to refresh the students' intention, interest, and motivation in learning English.

The Result of Questionnaires

The Try Out of the developed multimedia was done by involving thirty students who were taken from two classes and five teachers. At the end of the try out, they were given the questionnaires. The questionnaires for the students and for the teachers were evaluated and used to get additional data about the applicability of the developed multimedia and were used to make revision. The applicability of the developed materials from students' and teachers' perception could be described as the following.

Concerning the selection of the topic materials, most of the students and the teacher had the same opinion. They said that the topics were interesting since it was familiar and bring about the real life situation and relevant to their content subject and their needs.

For the task found in the materials in relation to experiential learning method, the students confirmed that the task given in making conversation was encouraging and communicative. They also stated that the tasks were integrating their knowledge and language skills. Their opinions were supported by the teachers, in which they stated that the tasks were encouraging since it was in the scope of the students' ability and understanding. Besides, the tasks were also related to what students were very familiar as their daily activities, thus, it makes them easier to be conducted and practiced.

In terms of language usage in instructional material and multimedia, the students and teacher had the same opinion that the language used was appropriate with the educational level

of eighth grade students of MTs Miftahul Jannah Palangka Raya. The clarity of the language considered helpful for the students and the teacher in teaching learning process.

The students claimed that Experiential learning method has increased their motivation to learn speaking and they agreed that Experiential Learning Method is interesting and a suitable method for teaching Speaking.

The teachers claimed that the process of teaching learning is balance between the activities and the underlying theory and the video of teaching learning was attractive, clear and can be operated easily. The teachers also stated that the video of teaching learning is a good source and they intended to adopt it in their teaching speaking process. However, they asked for more guidelines in conducting the Experiential learning method used by the writer.

Revision of the Try out Multimedia

The revision of the multimedia of teaching speaking was done based on the result of expert validation and try out. Based on the data so far, there were still some weaknesses of the multimedia that should be revised. The points revised as follows. The first points were process and tasks. The expert stated that student's activities should be more emphasized when they are doing Experiential learning to include more activities on students' discussion and how they prepare the conversation, the expert need more screen on students' process and progress to come to final product. In this case, the writer put the students' process and progress out of the video and made a new one in order to get sufficient detail because the video itself took almost nineteen minutes and could not be added more screen time. It is based on the video of teaching learning from ministry of education source that only took under nineteen minutes to be screened.

The second point was variance shot of the video. The variance shot of the video should be enriched to avoid the viewers' boredom but overall, the message of teaching speaking has been delivered well. In this case, the writer agreed with the multimedia expert and gave some variances shot in conversation practices part.

With such revision, the instructional multimedia is expected to become more appropriate and applicable for eighth grade students of MTs Miftahul Jannah Palangka Raya and for English teachers who intended to adopt this video of teaching learning as their source of teaching learning.

Final Version of the Instructional Multimedia for Eighth Grade students of MTs Miftahul Jannah Palangka Raya

After going through several revisions and adjustments, the development of the instructional multimedia in this research results in the final version which is in the form of

Video of teaching speaking using Experiential learning method for eighth grade Students of MTs Miftahul Jannah Palangka Raya. The materials and multimedia were developed on the basis of standard of competencies set in curriculum, Experiential Learning method that has been used as a method by the writer, and Multimedia guidelines. Besides, the materials and multimedia were developed on the basis of the data collected from the need analysis which then revised based on the data given by expert, colleague teachers, and the students in the validation process and try out session. Finally the video of teaching speaking using Experiential learning method is expected to give contribution in creating meaningful English learning since it was developed based on the students' needs, interest, and motivation.

4. CONCLUSION

Based on the discussion above, it could be concluded that:

The developed multimedia in this research is relevant to the needs, interest, and motivation of eighth grade students of MTs Miftahul Jannah Palangka Raya, so that it is considered to be appropriate and applicable for them

The developed multimedia in this research used as alternative of instructional multimedia for teaching Speaking. Moreover it can be a reference for teachers to develop instructional multimedia for other materials, methods, and skills of English.

The multimedia were developed in accordance with the principles of curriculum and Experiential learning method consist of some steps and real-life tasks for the students to do in line with the context of the student's life situation, especially their daily lives. Besides, the topics in the material are exploited into several tasks that enable students to develop conversation practices in speaking.

In developing instructional multimedia, the focus is on curriculum and syllabus. It also should be based on need assessment and students' level of competence. The material and multimedia had been revised for several times and it had been tried out three times. The multimedia that has been developed is to teach speaking using Experiential Learning method for eighth grade students of MTs Miftahul Jannah Palangka Raya.

REFERENCES

Adeniregun, G.S., 2011. *Instructional Media for Effective Teaching and Learning*. Zaria: Ahmadu Bello University.

Agnes, Phityan Dewi Yovita., 2008. *Improving Students' Vocabulary Mastery Through Experiential Learning: An action Research At The Sixth Year of SD Negeri Triyagan 2 Sukoharjo in 2007/2008 Academic Year*, Universitas Muhammadiyah Surakarta.

Aiken, Lewis R. 1988. *Psycological Testing and Assessment.* 6th Edition. Boston: Allyn and Bacon.

Ali, Lukman. 1991. *Kamus Besar Bahasa Indonesia.* Edisi II. Jakarta: Balai Pustaka.

Anderson, Scarvia B.; Ball, Samuel; Murphy, Richard T. & Associates (Eds.). 1981. *Encyclopedia of Educational Evaluation.* San Fransisco: Jossey-Bass Inc. Publishers.

Ardhana, Wayan. 1990. *Atribusi terhadap Sebab-Sebab Keberhasilan dan Kegagalan Serta Kaitannya dengan Motivasi untuk berprestasi.* Pidato pengukuhan Guru Besar. Malang: IKIP Malang.

Arikunto, Suharsimi., 2003. *Manajemen Penelitian*, Jakarta: PT. Rineka Cipta.

Ary, Donald. Jacobs, Lucy Cheser, Sorensen, Chris. Razavieh, Asghar., 2006. *Introduction to research in education (8th edition),* Wadsworth, Cengage Learning.

Bailey, Kathleen M., 2005. *Practical English Language Teaching,* Singapore: Mc GrawHill.

Beard, Colin., 2010. *The Experiential Learning Toolkit Blending Practice with Concepts,* London: Kogan Page.

Brown, H. Douglas., 2000. *Principles of Language Learning and Teaching,* Sans Francisco: Sans Francisco State University.

Brown, H. Douglas., 2001. *Teaching by principles: An Interactive Approach to language Pedagogy,* Sans Francisco: Sans Francisco State University.

Chaer, Abdul and Leonie Agustina., 2004. *Sosioliguistik Perkenalan Awal,* Jakarta: Asdi Mahasatya.

Clark, Robert W, Mark D. Threeton, John C. Ewing., 2010. *The Potential of Experiential Learning Models and Practices In Career and Technical Education & Career and Technical Teacher Education*, Journal of Career and Technical Education, Pennsylvania State University, Vol. 25, No. 2, Winter.

Cormany, Dan and Andrew Hale Feinstein., 2008. *Developments in Business Simulation and Experiential Learning, Implementation of Effective Experiantial Learning Environment,* UNLV College of Hotel Administration and California State Polytechnic University, Volume 35.

Corte, Erick de and Weinert, Franz E. 1996. *International Encyclopedia of Development and Instructional Psychology.* Oxford: Elsevier Science Limited.

Creswell, W. John., 1994. *Research Design Qualitative and Quantitative Approaches.* California: SAGE Publication Inc.

Daryanto., 2005. *Evaluasi Pendidikan,* Jakarta: Rineka Cipta.

Diem, Keith G. 2011. *Learn by Doing the 4-H Way,* www.uaex.edu (online on August 22nd 2014)

Dubin, Fraida, and Ohlstain, Elite. 1987. *Reading on Purpose*. Reading: Addison Wesley Publishing Company.

Ellliot, Andrew J. 2001. *Approach and Avoidance Motivation" Educational Psychology Review*. Psychology Press.

Fauziati, Endang. 2002. *Teaching of English as a Foreign Language (TEFL),* Surakarta: Muhammadiyah University Press.

Gebhard, Jerry, 2000. *Teaching English as a Foreign or Second Language,* United States of America: The University of Michigan Press.

Harmer, Jeremy., 2007. *The Practice of English Language Teaching,* Cambridge UK: Longman.

Heinich, R., E. Smaldino, J.D. Russell, and M. Molenda. 2005. *Instructional Technology and Media for Learning,*8th Edition. Ohio: Prentice Hall.

Howard and Major. *Guidelines for Designing Effective English Language Teaching.*

Hutchinson, Tom and Water, Alan. 1990. *English for Specific Purposes: A learning-Centred Approach*. Cambridge: Cambridge University Press.

Karim Mattarima and Abdul Rahim Hamdan., 2011., *The Teaching Constraints of English as a Foreign Language in Indonesia: The Context of School Based Curriculum.* www.sosiohumanika-jpssk.com/sh_files/File/Karim.pdf (online on August 22nd 2014)

Kohonen, Viljo., 2001. *Experiential Learning in Foreign Language Education,* London: Longman.

Kolb, D. A., 1984. *Experiential Learning: Experience as the source of learning and development,* New York: Prentice Hall Inc.

Latief , Mohamad Adnan, 2010. *Tanya Jawab Metode Penelitian Pembelajaran Bahasa*, Malang: UM Press.

Learning to Teach: *Teaching to Learn: a handbook for NUS teachers.* http://www.cdtl.nus.edu.sg/handbook/media/multimedia.htm (online on 05th February 2015).

Louma, Sari., 2004. *Assessing Speaking,* United Kingdom: Cambridge University Press.

Marlow, Michael. P and Brad Mclain., 2011. *Assesing The Impacts of Experiential Learning on teacher classroom practice,* Research in higher education Journal. Xscicenter.com (online on August 22nd 2014).

Millard, Darlene Z. 2011. *Experiential Learning in, 4-H Project Experiences,* www.uaex.edu (online on August 22nd 2014).

Mujis, Daniel., 2004. *DOING quantitative research IN EDUCATION,* London: SAGE Publication Ltd.

Nunan, David., 2003. *Practical English Language Teaching,* New York: McGraw Hill.

Nunan, David., *Language Teaching Methodology, A textbook for teachers,* Sydney, National Centre for English Language Teaching and Research, 1995

Prasetyo, Bambang and Lina Miftahul Jannah., 2006. *Metode Penelitian Kuantitatif teori dan aplikasinya*, Jakarta: Raja Grafindo Persada.

Program Pasca Sarjana. 2013. *Panduan Penulisan Usualan penelitian dan Tesis Skripsi*, Palangka Raya: Universitas Palangka Raya

Qamariah, Zaitun. 2010. *Developing English Instructional Materials based on KTSP for the first year students of MAN Model Palangka Raya.* Unpublished Thesis. Palangka Raya: State University of Palangka Raya.

Rekno, Yuyun., 2009. *Improving Students' Vocabulary Mastery Through Experiential Learning By Using Toys At Aisyiyah Bustanul Athfal Kindergarten Karanganyar,* Universitas Muhammadiyah Surakarta.

Reynolds, Michael and Russ Vince., 2007. *The Handbook of Experiential Learning & Management Education*, New York: Oxford University Press Inc.

Richard, Jack, 2008. *Teaching Listening and Speaking From Theory to Practice,* USA: Cambridge University Press.

Schwen, T. 1977. *Professional scholarship in educational settings: Criteria for inquiring. AV Communication Reviews*, 25, 35-79.

Seifert, Kelvin L. 1991. *Educational Psychology.* 2nd Edition. Dallas: Hougton Mifflin Company.

Silberman, Mel., 2007. *The Handbook of Experiential Learning,* San Francisco: Pfeiffer.

Sopamena, Nurlaila., 2008. *Teaching Speaking Through Outdoor Experiential Learning in One Private Junior High School*, Universitas Pendidikan Indonesia of Bandung.

Sudjana, Nana dan Ahmad Rivai., 2007. *Media Pengajaran*, Bandung: PT. Sinar Baru Algesindo

Sugiyono, 2008. *Metode Penelitian Pendidikan,* Bandung: Alfabeta

Susilaningsih. 1993. *Hubungan Minat dan Prestasi Belajar Mahasiswa Program Minor PLB FIP IKIP Malang.* Malang: Proyek Peningkatan Perguruan Tinggi IKIP Malang.

Tickoo, Mackhan L. (Ed.). 1988. *ESP: State of the Art.* Singapore: SEAMEO Regional Language Centre. Pp 1-13.

Tomlinson, Brian., 2001. *Materials Development in Language Teaching,* London: Cambridge University Press

Twoli, N.W. 2007. *Instructional Methods in Education: a course Book forgeneral methods,* Kenya: Kenya Institute of Education Press.

Van Els, Theo; Bongaerts, T.;Extra, G.; Van Os, C.; and Van Dieten, A.M.J. 1984. *Applied Linguistics and The Learning and Teaching of Foreign Language.* London: Edward Arnold Ltd.

Winkel, Willliam S. 1987. *Psikologi Pengajaran.* Jakarta: PT Gramedia.