



**THE USE OF FLASH 8-BASED INTERACTIVE ENGLISH LEARNING
MEDIA FOR TEACHING SPEAKING SKILLS IN A KINDERGARTEN
IN SEMARANG**

a final project
submitted in partial fulfilment of the requirements
for the degree of *Sarjana Pendidikan* in English

by
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APPROVAL

This final project entitled *The Use of Flash 8-Based Interactive English Learning Media For Teaching Speaking Skills In A Kindergarten In Ssemarang* has been approved by board of examiners and officially verified by the Dean of the Faculty of Languages and Arts of Semarang State University on February 19, 2019.

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DECLARATION OF ORIGINALITY

I Yunita Bayu Kusuma hereby declare that this final project entitled *The Use of Flash 8-Based Interactive English Learning Media For Teaching Speaking Skills In A Kindergarten In Semarang* is my own work and has not been submitted in any form for another degree or diploma at any university or other institute of tertiary education. Information derived from the published and unpublished work of others has been acknowledged in the text and a list of references is given in the bibliography.

Semarang, February 2019



Yunita Bayu Kusuma

MOTTO AND DEDICATION

There is no limit of struggling

To my beloved parents

To my beloved sister

To my beloved brother

To my beloved friends

To Sigit Hery Prayoga

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First and foremost, I feel very grateful to the Mighty Allah SWT for His blessing and guidance of living things from being nothing to existence, who amazingly guides the writer in the process of making this research.

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Abstract

Kusuma, Yunita, Bayu. 2019. *The Use of Flash 8-Based Interactive English Learning Media For Teaching Speaking Skills In A Kindergarten In Ssemarang*. Final Project, English Department, Faculty of Languages and Arts, Semarang State University. Advisor I: Puji Astuti, S.Pd., M.Pd., Ph.D. Advisor II: Arif Suryo Priyatmojo, S.Pd., M.Pd.

Key words: *the effectiveness, interactive learning media flash 8 based, teaching English*

This study attempted to analyze the use English interactive learning media flash 8 based to teaching speaking skills. The objectives of the study were to describe the effectiveness of English interactive learning media flash 8 based to speaking skills for TK B in PAUD Labschool Unnes. This research was conducted with R&D method. This study applied the theory proposed by Sugiono (2008). The results of the description analysis, the percentage states the effectiveness of English interactive learning media flash 8 based by students conducted with an average of 13.83 and a standard deviation of 2.639 in the experimental class. Based on the analysis of the requirements test with the normality test obtained the results of the pretest control class with a significant 0.200 and the experimental class with a significant 0.200. Because the significant value is > 0.05 , the results of the pretest of the control class and the experiment are normally distributed. While the homogeneity test with the results of a significant calculation of 0.682. Because the results are significant > 0.05 , the results have a homogeneous variant.

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CHAPTER I

INTRODUCTION

In this starting point, the writer intends to presents the orientation of this study. This study is subdivided into several parts. They are the background of the study, reason for choosing the topic, statement of the problem, objective of the study, significance of the study and outline of the study.

1.1 Background of the Study

Education will essentially include the activities of educating, teaching, and practicing as an effort to transform values. Therefore, in the implementation process, these three things must run *simultaneously, integrated and sustainable*. As stated in the education field on GBHN, stated that education is essentially a conscious effort to develop the personality and abilities of students inside and outside of school and last a lifetime.

Joesoef asserted (in Munib et al. 2011: 33):

That the definition of education contains two aspects, namely as a process and results / products. What is meant by products are: the process of assistance, guidance, teaching, and training. Whereas what is meant by the results / products are: morality, responsibility and independence.

In connection with the definition of education above, basically the world of education cannot be separated from the purpose of education which is an illustration of the philosophy of human life, both individually and in groups (nation and state).

Education develops the task of producing good young people, more cultural human beings, humans as individuals who have a better personality.

Along with the development of science, technology and society and culture in general, the challenges, tasks and roles of teachers are increasingly complex. Greater public demands on education services makes education impossible to be managed only with traditional patterns. Students themselves make changes about their knowledge. The role of the teacher in learning is as a facilitator, mediator, and mentor. Here, the teacher can only help the process of changing students through their role, setting up Scaffolding (interaction between adults and children that allows children to carry out something outside of their independent efforts) and guiding (direction), so that students can reach the level a more perfect understanding compared to the level of prior knowledge.

In connection with this, of course, a breakthrough or alternative is needed to package and present this form of learning. One of them is the existence of learning media. According to Ibrahim (2000: 4), learning media is anything that can be used to channel messages (learning material), so as to stimulate the attention, interests, thoughts and feelings of students in learning activities to achieve certain learning goals. The learning media in question can be in the form of pictures, charts, models, films, videos, computers and so on tailored to the learning context that will be presented.

The learning process requires effective learning media to obtain optimal learning outcomes, one way is to use Interactive Learning Media (MPI). Aside from being a tool to deliver messages or briefly communication tools in learning,

MPI is expected to be fulfilling or attracting students' interest in understanding further the content or material that needs to be mastered in a learning without making students feel constrained by a conventional system that often applied in a learning. But no less important is the facilities and infrastructure that can lead to the implementation of learning using the MPI. An advanced school certainly already has very adequate facilities for learning, but not only adequate facilities as well as educators who master technology.

Beside that, education is not just an obligation, but it has become a necessity in which people will become more sophisticated with their education. Education is very important in building the nation.

The purpose of education have been included in the Act of 1945 which states that the primary purpose of education is to the intellectual life of the nation, and mandates the government to seek and organize a national education system. Furthermore, the Law No.20 of 2003 on National Education System in Section 3 of the following.

National Education serves to develop the ability and character development and civilization of the nation's dignity in the context of the intellectual life of the nation, is aimed at developing students' potentials to become a man of faith and devoted to God Almighty, noble, healthy, knowledgeable, skilled, creative, independent, and become citizens of a democratic and responsible (National Education System Year 2003 Clause 3).

Based on these objectives, we can see that the government already has a foundation and a clear direction for improving the quality of education in Indonesia. A paradigm shift in the field of education and various developments in the fields of science, technology and art (science and technology) carry implications for various aspects of education, including the education policy. If in the early days of independence the focus of government attention is more focused on primary education, secondary and higher, gradually after the government's attention focused on education before primary education, the Early Childhood Education (ECD). Attention is a form of Indonesian government's commitment as a member of the United Nations on the results of the world meeting the Education For All, held in Dakar in 2000. The meeting reaffirmed the commitment to education and early childhood care that determine development. From that time until now, the Early Childhood Education (ECD) started to become a central issue in the world of education, one of them in Indonesia. ECD is one form of organization of education that focuses on laying the foundation toward growth and physical development and intelligence, the power of thought, creativity, emotional, spiritual, language / communication, and social.

According to Law 20 of 2003 mentioned Clause 28, (1) early childhood education held prior to primary education; (2) Early childhood education can be organized through formal education, non-formal and / or informal; (3) early childhood education in formal education shaped kindergarten (TK), Roudathul Atfal (RA), or other equivalent form; (4) early childhood education non-formal education shape group play (KB), garden nursery (TPA), or other equivalent

form; and (5) early childhood education in informal education channels shaped family education or education organized by the environment.

Early childhood education is an educational vehicle that is fundamental in providing a framework for developing and formation of the foundations of knowledge, attitudes and skills in children. Education at an early age will be the basis for the further education in terms of the education of children in early childhood is the guidance addressed to children from birth to the age of six years with the provision of stimuli education in order to promote the growth and physical well spiritually so that children have the readiness to continue their education the next level. As stated in Article 1 Clause 14 of Law No.20 of 2003, an early childhood development efforts aimed at children from birth up to the age of six years are accomplished by providing educational stimuli to help the growth and development of children physically and mentally in order to have the readiness to entering further education. Early childhood education has a major influence on the growth and development of children, because, according to experts neorologi found when children aged 0-4 years the growth of brain intelligence is growing rapidly, the first 4 years of the network of brain cells called synab develop into synabsis-synabsis reach 50%, after 4 years later when the child is 8 years old who became synabsis synap growth to 80%, and when the child reaches the age of 18 years before synabsis to 100%.

The period of early childhood is a golden period (golden age) development, many children experience gained through the senses will make the brain tissue becomes fertile and growing. This is the right time to introduce

English language. Early childhood education is an attempt to stimulate, guide, nurture and administration of learning activities that will produce the skills and abilities of children. Through education that is given early child can explore the experience gives him a chance to know and understand the learning experience gained from the environment.

During the development of it, science and technology education is also influenced by the increasing modern era. With the science and technology, education implemented in classroom now varies greatly. Such changes include the role of a teacher as educators and use of instructional media. The process of learning in the educational unit organized in an interactive, inspiring, fun, challenging, motivating the students to actively participate and provide enough space for innovation, creativity, and independence in accordance with their talents, interests, and physical and psychological development of students (Government Regulation Republic Indonesia Number 19 of 2005 and Number 32 of 2013).

Multimedia learning can be defined as multimedia applications used in the learning process, in other words, to deliver the message (knowledge, skills and attitudes) and can stimulate the mind, feelings, concerns and willingness to learn so as intentional learning occurs, aims and control. Multimedia benefits of learning are: (a) to overcome the limitations of space and time; (B) clarify the presentation of the message, prevent verbal; (C) address the passive attitude of students, makes it more interactive, creative and active independently; (D) transmit messages in a more constructive and interesting.

There are currently no little schoolgirl in particular early childhood that has been providing multimedia classroom. Early Childhood Lab School for Semarang State University (UNNES) itself already provides the computer as a tool for teachers in delivering the material to the students. The use of technology and laptop computers as a tool in the learning process as the media has perceived itself benefits for teachers and students.

By utilizing a good learning media and also will adequately stimulate the mind, attention and interest of the students to learn more actively so that learning for students of early childhood education can take place with a nice atmosphere. The use of instructional media do in order to assist teachers in achieving the learning objectives effectively and efficiently. Teachers can create the conditions and attractive learning environment with the help of instructional media.

The rapid advancement of technology is growing rapidly increasingly attractive also for education practitioners to develop media useful in the learning process so that the learning is done in the classroom is not monotonous. When this has been a lot of education practitioners who develop multimedia-based learning media. The development of the media in the learning process is considered very necessary because the media is important in the learning process. Media is not only a teacher in teaching tools, but also as a source of student learning. As expressed by Gagne (1970) which says that the media is the various components in the environment that can stimulate students to learn.

One of the principles for early childhood education should be based on reality, it means that the child is expected to learn something real. Thus in early

childhood education should use something that allows children to learn in concrete. That principle implies the need to use the media as a channel transmitter of messages for early childhood education. A teacher at the time of presenting information to early childhood should use the media so that such information can be accepted or absorbed by the child well and is ultimately expected behavioural changes occur in the form of capabilities in terms of knowledge, attitudes, and skills.

In accordance with the results of preliminary observations made on October in TK Labschool Unnes Semarang, it is known that the teaching of teaching aids have been using products developed by the Center for Development of Multimedia Education (CEW) Semarang. For TK B are introduced to learning to use the media to their multimedia class once a week. According to the head early childhood in TK Labschool Semarang, students are more enthusiastic in learning by using multimedia in learning but there are no multimedia program to a specific theme. For that we need the development of media for students to learning more fun and students easily understand the material presented and also remain the interaction between teachers and students so as to create a classroom atmosphere that is interactive and fun.

Multimedia Instructional Materials is a media resource with educational content that is interesting to the students. In the Multimedia Instructional Materials there will be interactive content therein including quizzes, video, animation, audio. In this Multimedia Instructional Strategies Utilization accompanied by instructions for teachers to use Interactive Learning Media it is no interaction between teachers and students. For early childhood learning,

Interactive Learning Media will be more interesting to study. It is needed to do research that will be useful as a medium of learning both for computers and laptops.

Based on the above, the researcher will raise the issue in the form of a final project entitled "The Use of Flash 8-Based Interactive English Learning Media For Teaching Speaking Skills In A Kindergarten In Semarang" and expected to be useful as a supplement to complement the learning process-face that has been in there.

1.2 Reason for Choosing The Topic

The period of early childhood is a golden period (golden age) development, many children experience gained through the senses will make the brain tissue becomes fertile and growing. The quality of a child's brain is influenced by factors of health, nutrition, and stimulation received by children every day through the five senses. Stimulation received in early childhood education makes a child ready for the next.

Model for teaching and learning to take place effectively and efficiently, learning media are needed in the process of teaching and learning activities, especially to students in TK B. This model will provide students to be more interactive, inspiring, fun, challenging, motivating the students to participate actively in the class.

Thus I chose to focus on this area because of the results of observations that I have seen in the field of the English language learning for kindergarten need

an innovation about learning models that media can help on English learning process. Today's children are growing up in a rapidly changing digital age that is far different from that of their parents and grandparents. A variety of technologies are all around us in our homes, offices, and schools. When used wisely, technology and media can support learning and relationships. Enjoyable and engaging shared experiences that optimize the potential for children's learning and development can support children's relationships both with adults and their peers (NAEYC and the Fred Rogers Center : 2012). In kindergarten where I conducted this research, they have started using multimedia for learning in schools, making it easier for me to introduce interactive learning media for learning English to teachers to help the teaching and learning process in the classroom. In addition, with the interactive learning media the teacher is facilitated in learning English, especially in learning to speak to children.

1.3 Research Questions

This study sought to answer the following questions:

1. How is the procedure for developing interactive learning media flash 8 based for teaching English speaking skills?
2. How is the implementation use of interactive learning media flash 8 based for teaching English speaking skills ?
3. How is the effectiveness of interactive learning media flash 8 based for teaching English speaking skills towards student learning achievement?

1.4 Objective of the Study

The objectives of the study are as follows in according with the existing research problem, this study has the following objectives

- a. Increasing English interactive learning media for teaching English speaking learning in TK LabSchool UNNES.
- b. Implement the use of English interactive learning media for teaching English speaking skills in TK LabSchool UNNES.
- c. Knowing the effectiveness of interactive learning media for teaching English speaking skills in TK LabSchool UNNES.

1.5 Significance of the Study

The results of this study are expected to provide benefits theoretical and practical as follows:

- a. The theoretical benefits

The theoretical benefit expected in this study is that it can contribute to theories about the effectiveness and application of MPI as a tool for teachers to teach in class. Besides that it can also contribute in terms of improving the quality of education through electronic learning media.

- b. Practical benefits

In practical terms, the benefits of this research include:

- 1) For reseacher

Adding experience to researchers in applying the knowledge gained during their lectures on the development of instructional media applied in education.

2) For teacher

Provide more knowledge for teachers in the use of interactive learning media for learning English and get to use teachers to implement MPI as a tool for learning, and to use the facilities and infrastructure already in school.

3) For students

Helping students to more easily understand the learning materials provided with the help in spelling the alphabet, family members and members of the body for TK B as a learning medium.

4) For School

It is expected that the results of this study can be one of the inputs for the school as an alternative learning media that can be used to support the learning process in accordance with the 2013 curriculum model.

1.6 Outline of the Study

This study has five main sections as follows:

Chapter I is presenting the introduction which contains the background of the study, reason for choosing the topic, statement of the problem, objective of the study, significance of the study, and the outline of the study.

Chapter II is about the related literature, presenting some reviews of the previous studies and review of theoretical study. The review of theoretical study provides theories that support this study. They are definition of learning media, explanation about software application Flash 8, explanation about speaking skill, explanation about English for education, summary and research gap.

Chapter III deals with research methods. This chapter presents the research design, object of the study, role of the researcher, method of data collection, and method of data analysis.

Chapter IV is the final outcome of the research. It contains the results of the study and the discussion and chapter V is the closing of this study. It presents the conclusions and suggestions related to the interactive English learning media for kindergarten.

CHAPTER II

REVIEW OF RELATED LITERATURE

This section discussed the review of related literature which covered some sections. They were reviews of the previous studies, key concepts, and theoretical framework.

2.1 Review of Previous Studies

The first research was conducted by Kusumandari, *et al* (2015) entitled *Character Education Development Model-based E-Learning and Multiple Intelegency in Childhood in Central Java*. The research was conducted to develop character education model based on e-learning and multiple intelligences in early childhood based in Central Java. The objects of this study were children at kindergarten in Central Java. The researcher used R and D methodology. It was hoped that model-based-e-learning could develop multiple intelligence of the children.

The next research was conducted by Nwoke, *et al* (2016) entitled *Effect Of Multimedia Instructional Approach On Secondary School Students' Achievement In Mathematics*. The research was conducted to investigate the effect of multimedia Instructional approach on secondary school students' achievement in mathematics in Owerri Municipal Council of Imo State. The subject was the secondary school. The method was the quasi-experimental design applied in carrying out the study adopting the pre-test, post-test non-equivalent control type to determine the effect of multimedia instructional approach on students' achievement in mathematics. The result recommended that mathematics

teachers should be trained on the use of multimedia instructional approach in teaching and learning at the secondary school levels.

The third research was conducted by Malik, *et al* (2012) entitled Use of Multimedia as a New Educational Technology Tool–A. This study had been carried out to analyze the reverence of multimedia in various disciplines of the current education system. The subjects were students in the university. The method used R n D. It was found that multimedia had enormous potential to impart flexible, multi-modal, life-long education to heterogeneous mass learners.

The fourth research was conducted by Surjono (2015) entitled *The Effects Of Multimedia And Learning Style On Students Achivement In Online Electronic Course*. This experimental study was to investigate the effects of multimedia preferences and learning styles on undergraduate student achievement in an adaptive e-learning system for electronics course at the Yogyakarta State University Indonesia. The subjects were undergraduate students at Yogyakarta State University. The research used R & D method was carried out using a randomized pretest-posttest control group experimental design. The result said that the multimedia had impacted the higher achievement score student.

The fifth research was conducted by Ljubojevic, *et al* (2015) entitled Using Supplementary Video in Multimedia Instruction as a Teaching Tool to Increase Efficiency of Learning and Quality of Experience. The research was conduct to investigate the efficiency of use of supplementary video content in multimedia teaching. The subject was students in senior high school. The method

used case study. The result had a good impact on increasing the students' motivation and efficiency of learning.

The sixth research was conducted by Dikshit, *et al* (2013) entitled *Pedagogic Effectiveness of Print, Interactive Multimedia, and Online Resources: A Case Study of IGNOU*. In this research the authors had reported on a comparative study on the pedagogic effectiveness of printed self-learning text with face-to-face tutorial support, interactive multimedia CD-ROM and online learning in an introductory computing module at the certificate level offered at Indira Gandhi National Open University (IGNOU), India. The subject was students in Indira Gandhi National Open University (IGNOU). The method was used case study. The result of this research said that pedagogic was effective.

The seventh research was conducted by Tupe (2015) entitled *Multimedia Scenario Based Learning Programme for Enhancing the English Language Efficiency among Primary School Students*. This research was undertaken with a view to assess the deficiencies in the English language among Primary School Children and to develop Multimedia Scenario Based Learning Programme (MSBLP) for mastery of English language which required special attention and effective treatment. The subject was primary school children. The method was the quasi experiment. The result said that the MSBLP was more effective in achieving skills in listening, speaking, reading and writing English.

The eighth research was conducted by Sun, *et al* (2005) entitled *The design of instructional multimedia in e-Learning: A Media Richness Theory-based approach*. The research was conducted to know how to develop effective

multimedia instructional content that leads to desirable learning performance and satisfaction. The subject was a secondary school. The method used the descriptive method. The result said that this method had significant progress to develop the effectiveness of multimedia.

The ninth research was conducted by Sankey, *et al* (2011) entitled The impact of multiple representations of content using multimedia on learning outcomes across learning styles and modal preferences. The research conducted to measure the impact of multiple representations on learning outcomes, including student learning performance and engagement. The subject was a secondary school. The research used correlation method. The result said that multiple representations of content using multimedia on learning outcomes across learning styles and modal preferences had a good effect.

The tenth research was conducted by Rias, *et al* (2011) entitled The Effects of Varied Animation in Multimedia Learning: Is the extra effort worthy? This research was conducted to prove whether the use of animation in multimedia learning would be more attractive to students' learning interest. The subject was the students in the third semester in a University in Malaysia. This study used a quasi-experimental methodology.

The eleventh research was conducted by Dikshit (2013) entitled Pedagogic effectiveness of Print, Interactive Multimedia, and online Resource. The researcher used descriptive and development research method. The result was effective.

The twelfth research was conducted by Abidoye (2015) entitled Effect of multimedia-based instructional package on secondary school students' academic achievement in Geography in Oyo State, Nigeria. The method used study employed pre-test-post-test control group quasi experimental research design. The sample population comprises of 85 SS2 Geography students drawn from four public secondary schools in Ogbomoso South Local Government Area of Oyo State. The result was recommended that Geography teachers should be exposed to seminars, workshops, and trainings; they should be encourage to use ICT tools in teaching while students should be given access to- computer usage with necessary facilities.

The thirteenth research was conducted by Aloraini (2012) entitled The impact of using multimedia on students' academic achievement in the College of Education at King Saud University. The researcher used the experimental method in studying the impact of an independent variable (a computer representation program using multimedia) on dependent variable (academic achievement), a comparison was made between the experimental group who studied by using a computer presentation program which uses multimedia along with a teacher, and the other group is a control one who studied by using the traditional way of discussion and dialog, along with a teacher. The subject was student on King Saud University. The result was have good impact on education proses.

The fourteenth research was conducted by Sausa *et al* (2017) entitled The effect of multimedia use on the teaching and learning of Social Sciences at tertiary level: a case study. The reasearcher used A quasi-experimental research design.

The results of the study indicate that when using various multimedia combinations, the unique nature of Social Sciences can be addressed effectively.

The fifteenth book by Mayer (2012) entitled *Multimedia learning*. University of California, Santa Barbara.

The sixteenth research was conducted by Kim *et al* (2008) entitled *Effects of Text, Audio, and Graphic Aids in Multimedia Instruction for Vocabulary Learning*. This study is an investigation with the subject was students in junior high school in Korea. The results lead one to conclude that an effective way to improve learning of English vocabulary is to offer graphics that illustrate what the vocabulary means.

The seventeenth research was conducted by Seghayer *et al* (2001) entitled *The Effect of Multimedia Annotation Modes on L2 Vocabulary Acquisition : A Comparative Study*. The result is more effective in aiding vocabulary acquisition.

The eighteenth research was conducted by Neuhauser (2002) entitled *Learning Style and Effectiveness of Online and Face-to-Face Instruction*. In this study the investigator compared two sections of the same course-one section was online and asynchronous. The study showed that equivalent learning activities can be equally effective for online and face-to-face learners.

The nineteenth research was conducted by McFarlane (2011) entitled *The Journal of Educators Online*, Volume 8, Number 1, January 2011 1A *Comparison of Organizational Structure and Pedagogical Approach: Online versus Face-to-face*. This study used qualitative analyzes. The result from this study was recommended for improving the teaching and Learning process.

The twentieth research was conducted by Compton *et al* (2010) entitled Pre- service teachers' preconceptions, misconceptions, and concerns about virtual schooling. The researcher used a qualitative study. The subject was students in collage. This study showed that pre-service teachers' awareness of VS can be raised and many of their misconceptions can be corrected.

The twenty one research was conducted by Homan (2005) entitled E-learning in the Corporate University. The researcher used three case reviews of large leading edge organizations in different sectors. The subject was students in collage. Whilst e- learning has potential, its success is significantly limited by context which influences the degree of sophistication and integration of e-learning and its ability to contribute to the corporate university learning processes and outcomes.

The twenty second research was conducted by Mihhailova *et al* (2006) entitled E-learning as internationalization strategy in higher education: Lecturer's and Student's Perspective. This study used questionnaires, in- depth interviewing and semi- structured group interviews were used to find answers to the posed research questions. The subject was lecture and student in collage. This result that students appear to have interest in e- courses.

The twenty third research was conducted by Ferdig *et al* (2009) entitled Virtual Schooling Standards and Best Practices for Teacher Education. The researcher used qualitative descriptive method. This can be concluded that a discussion about the various roles future teachers might play in virtual school work and the associated standards that good to guide their instruction.

The twenty fourth research was conducted by Comton *et al* (2010) entitled The Impact of and Key Elements for a Successful Virtual Early Field Experience: Lessons Learned From a Case Study. This study used a qualitative case study. The subject was the teachers. The result from this study that the rich and thick descriptions showed that this pilot study had positive impact on the teacher candidates.

The last research was conducted by Sharma (2013) entitled Role Of Interactive Multimedia For Enhancing Students' Achievement And Retention. The present experimental study compared the effectiveness of interactive multimedia and conventional direct method of teaching English in relation to students' achievement and retention. The result depends on two methods, both direct conventional method & interactive multimedia method than it was found that the acquired retention was better in case of interactive multimedia method.

The similiarity and the differences between my study with previous study existing studies by Kusumandari, *et al* (2015), Nwoke, *et al* (2016), Malik, *et al* (2012), Surjono (2015), Ljubojevic, *et al* (2015), Dikshit, *et al* (2013), Tupe (2015), Sun, *et al* (2015), Sankey, *et al* (2011), Rias, *et al* (2011), showed that they had similiarity on their research of the use multimedia lerning, the influenced of multimedia learning to improve students learning outcomes, the effect of multimedia learning in education, and the benefits of multimedia learning. Besides, they had difference on the methodology and the object of research.

Based on some studies above it could be concluded that each researcher had equal examine on the learning media assessment. The results of the study also had

in common that learning media was more effective and increased interest in learning and students' achievement. On the other hand, they had differences in the use of methods and objects to be studied.

2.2 Key Concepts

2.2.1 Interactive Learning Media Flase 8 Based

2.2.1.1 Definition of Learning Media

Soeparno (1987: 1) argued that the media was a tool that was used as a channel to convey orders or information from a source to the recipient. In the world of teaching, in general, messages or information derived from resources, e.g teachers; whereas as the recipient of the information was the student. Messages or information communicated in the form of a number of capabilities that need to be mastered by students.

Almost the same as Soeparno, Schramm (in Prastiti and Irawan 2005: 4) defined the media as technology messenger (information) which could be used for learning purposes. In line with Soeparno, Nursidik (2007) argued that the definition of media in the learning process was defined as graphics tools, photographic or electronic to capture, process, and reconstruct the visual or verbal information.

According to Degeng (1993: 2) in the study was an attempt to teach students. In an effort to teach students, the role and function of learning media are very important. Schram (1977), defined learning media as a communication medium that was used in teaching and learning activities, while Reiser and Gagne

(1989: 5) instructional media regard as a physical device that could communicate instructional messages.

Thus, it could be concluded that the learning media was any tool, hardware, and software as a communication medium to provide clarity of information (Kustiono: 2010: 4).

After discussing all kinds of learning media now I would discuss what interactive was. When we heard the word "interactive", the one thing that might immediately imagine in our minds was a related interaction or relationship. So, what exactly was meant by Multimedia Interactive Learning?

If we traced in the Great Dictionary of Indonesian, the word "interactive" meant mutually action or mutual interrelationship or active, meaning it was designed to be able to return to the user commands to perform the activity. Thus, according to (Prastowo.2012: 230). Multimedia interactive learning was a teaching material that combined several instructional media (audio, video, text or graphics) that was interactive for controlling a command or natural behaviour of a presentation.

Meanwhile, according to Kustiono (2010: 9) interactive learning media was everything hardware and software that was able to make a condition where students could interact actively and independently with a set of messages of learning packed in harmony both in the form of text and hypertext, integrated with pictures, sound, video / film, and animation for the sake of achievement of learning goals.

2.2.1.2 Software applications Flash 8

Adobe Flash 8 Professional was the newest software, Macromedia Flash 8 was one of the programs that could be used to create a work of animation, not least the animators create multiple animations, such as interactive and non-interactive animation.

With Flash 8 we could create animated cartoons, web design, presentation, portfolio agencies, gaming, and some other animated media. For now on, many various versions of flash animation was Adobe Flash cs4 & cs5, the increasing number of versions within an application program, there would be a change in the program both in terms of layout tools, adding a more complete feature etc. Adobe Flash 8 Professional was the newest software, Macromedia Flash 8 was one of the programs that could be used to create a work of animation, not least the animators create multiple animations, such as interactive and non-interactive animation.

The use Adobe Flash 8 Professional for animation or interactive teaching material manufacture was not difficult, in the development of MPI using Adobe Flash 8 software because the tools that were available quite easy to use, some templates and components were also provided and ready for use.

2.2.1.3 Speaking Skill

Speaking was an interactive process of constructing meaning that involves producing and receiving and processing information (Brown, 1994; Burns & Joyce, 1997). Its form and meaning were dependent on the context in which it occurred, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking. It was often spontaneous, open-ended, and evolving. However, speech was not always unpredictable.

Language functions (or patterns) tended to recur in certain discourse situations (e.g., declining an invitation or requesting time off from work), could be identified and charted (Burns & Joyce, 1997). Speaking required learners not only know how to produce specific points of language such as grammar, pronunciation, or vocabulary (linguistic competence), but also they could understand when, why, and in what ways to produce language (sociolinguistic competence). Finally, speech had its own skills, structures, and conventions different from the written language (Burns & Joyce, 1997; Carter & McCarthy, 1995; Cohen, 1996). A good speaker synthesized this array of skills and knowledge to succeed in a given speech act.

Stems from the modern history of language teaching started with the adoption of the approach used for teaching Latin in European countries. Under the approach, known as the Grammar Translation Method, the purpose to learn a language was primarily to read the literature published in the language (Richards & Rodgers, 1986:3). As reading and writing considered to be the focus of language teaching, the ability to speak a foreign language was regarded as irrelevant (Prator, 1991:11). Speaking was then made the primary aim of language when the Direct Method came. In the era of this method oral communication became the basis of grading the language teaching programs (Richards & Rodgers, 1986:10). However, the Reading Approach that followed believed that reading was the only language skill which could really be taught within the available time. Thus, the essence of the teaching of speaking or oral

communication in the earlier days of language teaching history depended on the approach which was in fashion during those days.

The primacy of speech was once again insisted on in the era of the Audiolingual Method (ALM). Based on the structural analysis of spoken language, this new, scientific Audiolingual Method (Savignon, 1983) came to be known, won the day, and was popular for many years. It believed that both mimicry and memorization were the most efficient route to second language use and it relied on active drill of the structural patterns of the language. This view on language learning was reflected in its conviction stating that language behavior was not a matter of solving problems but of performing habits so well learned that they were automatic (Brooks, 1961:3, cited in Savignon, 1983:19). In short, the primacy of the oral language in the ALM was unquestioned regardless of the goals of the learner. In other words, the mastery of the fundamentals of the language had to be through speech. So, speaking was the productive skill in the oral mode. It, like the other skills, was more complicated than it seemed at first and involved more than just pronouncing words.

2.2.1.4 The Importance of English for Childhood Education

Learn English was needed as a second language to be learned from an early age before people enter puberty. Where have reached puberty will be many obstacles faced, so the results were not optimal, especially in mastering the pronunciation or enunciation pronounce foreign language. An expert of English, Lenneberg (1967: 116) stated, "there was a neurologically based" critical period ",

the which complete mastery of language, but it was no longer possible, because it would end around the onset of puberty". According Lenneberg, an individual had an important period (sensitive period) to be easily and quickly master the language, which was called the "critical period" at the time the individual had not yet entered puberty. When puberty came the "critical period" faded so that it would have difficulty to master a foreign language. English Language Other experts, Lightbown and Spada (1999: 60) made observations of the children of the family immigration coming from other countries and settled in the USA. The study found that children, who had not yet reached the immigration puberty, could speak in English with great pronunciation like a native speaker. While parents could not reach capabilities like children. Indeed, the parents could speak fluently but they had difficulty in pronunciation, diction and grammar used.

A further problem arose was the psychological factor. Individuals who began learn English when it reached puberty would be influenced by psychological problems. Because they had different motivation compared to children. When children learned English, they were playing and in a relaxed atmosphere, not the case with adults who were learning English. Individuals who had reached puberty had the ability to read and analyze the situations they faced. Therefore they felt that the ability and the progress they master a foreign language was evaluated. They felt embarrassed if it did not reach the targeted level. It could make them frustrated when realizing their English skills were still lacking. Such psychological factors could make these individuals failed in learning.

So if English was introduced at an early age was appropriate for the child's future adults for insightful, knowledgeable and would be able to compete in the era of globalization. Thus Indonesia would have a good generation who were qualified to participate in the world competition.

2.2.1.5 Problems of English Education in Indonesia

The emergence of the issue of the abolition of English subjects in the curriculum for basic education was the subject of conversation horrendous. According Musliar Kasim, Vice Minister of Education and Culture, English lessons dispensed to students in primary education as to provide time for students to strengthen the ability of Indonesian language before learning a foreign language.

Based on research as well, that creativity could be built based on two-thirds through education and a third of genetic factors. So it was an intelligent leader who was able to provide an alternative. As known, English subjects would no longer be included in the compulsory curriculum for basic education would be enforced by the Ministry of Education and Culture in the academic year 2013-2014.

Deputy Minister of Education and Culture Musliar Kasim said, these subjects abolished for primary education as to give time to the students in strengthening the ability of Indonesian before learning a foreign language. "Basic education students did not have to study English, because Indonesian did not understand. Pity the children," said Musliar. He insisted that this rule should be followed by

all schools. However, if there were schools that made the subjects of English as an additional subject, it was another issue and would be considered again.

In my opinion, it was true to minimize the number of subjects in basic education, but should not negate the core subject of English in teaching. We could insert English into local content and the problem was not the time to learn English, because they still needed time to play and not to burden the children with the difficult lessons, English lessons not yet applied for an early age, and not because it is not important is not the native language.

English was necessary from an early age, even not only in English but the local language was also should not be forgotten and had to be learned. As more and more children might use either language regional, national and international, then the child would be able to communicate with many people, not only in the region but also from other regions and even other countries.

Actually children need time to play, in fact English was not difficult even be made fun or entertainment if the teacher taught them creatively and innovatively. For example, by singing the song that came from Indonesian, who changed a poetry into English, the game flash card, or by showing the parts of the human body by using English and others. So the impression of English lessons difficult and boring will disappear, and the children will love English lessons when the teacher was creative and innovative in terms of providing an interesting lesson in school.

2.2.1.6 Importance of English

English was used internationally. This means that people who came from diverse backgrounds geography, religion and culture had a media agreed to communicate with each other, namely English. If you wanted insightful and knowledgeable then the English language was something that was very important to learn.

English gave breathing space to the widest us to dissolve into a part of the global community of the world community. Even on specific areas of English was absolutely indispensable. Therefore, teachers in primary schools had been duly introduced English to students from an early age. With the right method to learn English would be fun and broaden their play.

As an international language, it was fitting that English be taught from an early age. Even in some kindergartens, students were given English lessons even in the beginner level. Kindergarten children were taught to sing the lyric sometimes mixed with English, although still very basic, memorized the names of numbers and colours names in English. English in primary school was indeed a local content, but it was very helpful to them in this era of globalization.

The policy of the English language as local content TK was a step forward. When children entered kindergarten graduation to a higher level, the English language was not foreign. In this case the students were invited to practice interacting with his partner, so that children aged no difficulty in pronouncing English as basically learning the language had to be spoken and frequently practiced in order to be flexible in pronunciation. Entering the era of globalization, better known by the free market, requires each individual to prepare

a reliable resource, especially in the field of science and technology. In order to know it, it took knowledge and skills in the face of global competitive world demanded closely. Here the role of the English language was very important in the science of communication and interact directly with the global world.

English had become a tool that was crucial for the continuation of education, employment and social status. As a teacher also should pay attention to the methods used in teaching English to primary school students, in order to benefit from the teaching actually earned by the child. For example, teachers use the communicative approach, meaning that need to be highlighted was the interaction and communication language and not knowledge of the language. Learning a language was more effective if taught by nature, meaning done through direct communication in English was being learned. The main needs of kindergarten students in learning a language was to communicate, it was a general purpose language learning to develop students to communicate so that students could be fluent in pronouncing English as a provision the days ahead to face the global world like today. In essence, the English language was very important once introduced to elementary school students so that they knew and understood English and had no difficulty when they were getting English in the next grade, because they already feel familiar with English.

2.2.1.7 Summary

Based on the definition above we could conclude that teaching English for kindergarten was in need of new innovations or new media to support the learning process. Indeed, not all institution kindergarten applied learning English, but

many kindergartens had introduced some English and they also used some media, like in Unnes kindergarten Lab school. They have scheduled weekly media class there. With this study it was expected that the manufacture of media could help develop the learning process, especially to learn English in order to more easily captured and understood English from an early age.

2.2.1.8 Research Gap

Based on the differences that I had identified, one area that had not been explored by other researcher was interactive learning media flash 8 based, because this multimedia learning was the newest media and rare to be investigated. Besides, the researcher mostly researched about the excellences, the effectiveness, and the impact of learning media only. There had never been any research which investigated the effect of teaching method by using multimedia learning and direct teaching to students.

2.3 Theoretical Framework

The learning process required effective learning media to obtain optimal learning outcomes, one way was to use Interactive Learning Media (MPI). The difference between methods and procedure were based on the application unit.

The writer used the method of research and development / R & D from Sugiyono (2008). This method was simpler and not too long to test a product.

The following diagram showed the role of R & D method in this study.

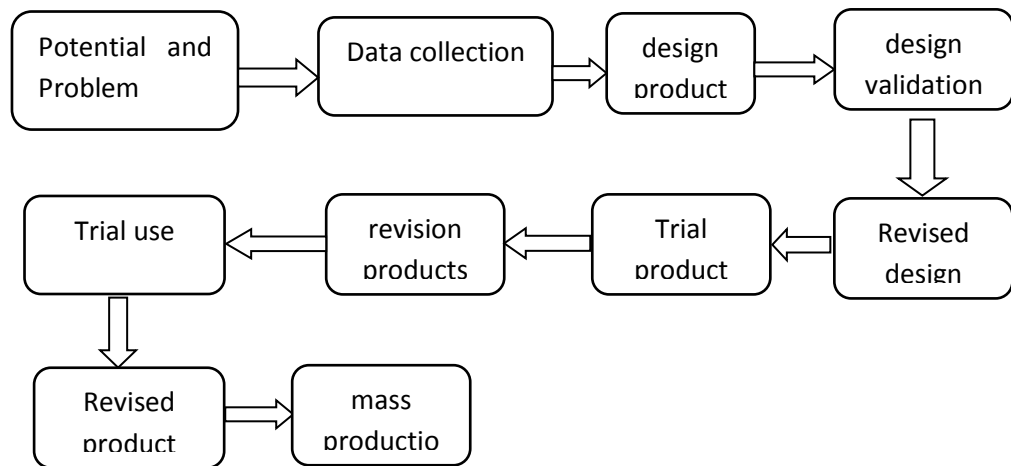


Figure 2.1 Role Procedure

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusions and suggestions based on the discussion of findings and discussion in the previous chapter.

5.1. Conclusion

5.1.1. Effectiveness of interactive English learning media flash 8-based for learning English conducted by researcher by using research and development (R n D) method. Stages in this method is a needs analysis that researchers do observation field to see what kind of media needed to fit with the purpose of this research, then product design researcher make the design of interactive learning media in accordance with RPPH (learning implementation plan) which is filled from the map competence and so on, then product development is the stage of product production up to obtain results from the validation of product by material experts and media experts, the implementation of the application or use of products to the target of students, and evaluation is to test whether the product has been applied in the learning process effective or not.

5.1.2. Based on the results of data analysis and discussion, in general it can be concluded that learning using Flash8-based Interactive Learning Media for English learning with a theme of *universe* and subtheme of *urban* are effective to be used in improving the intelligence of group B 1 students in learning with a theme of *universe* and subtheme of *urban*. This is shown

5.1.3. from the experimental results, namely the average difference in class group learning outcomes controlled by experiment. The average for the control class was 9.5 with a standard deviation of 2.88, while for the experimental group it had an average of 13.83 with a standard deviation of 2.639. So H_0 , who mentioned that there was a difference in the ability to solve problems using interactive learning media Flash8 based for learning English, was accepted.

Because it addresses the difference in activity between control and experimental classes. Students in the experimental class are more active than the control class students. So that interactive learning media based Flash8 for learning English Flash8 based is effective to improve students' abilities.

5.2. Suggestion

Based on the conclusions above, it is the suggestion :

5.2.1. In relation to the development procedure of interactive learning media flash8-based for learning English, it is suggested to be able to apply the education by using flash-based interactive learning media in everyday learning process of English, because Flash8 Interactive Learning Media for English learning it can improve ability and students' intelligence. It is hoped that teachers will always be open to this rapidly advancing technology. So that the intelligence possessed by students is growing.

5.2.2. Further research needs to be done by taking other material to obtain more convincing results about the effectiveness of flash 8 based media interactive learning for teaching English.

5.2.3. After testing and completion of several experts, the products produced by the author are quite good. However, repairs are still needed to make it better because the product is still very simple.

5.3. The Weakness of This Research

After doing a research of interactive English learning media flash 8 based for teaching speaking skill, the author learned the weaknesses of this research is on the media that the writer used. The media is Adobe Flash 8. Adobe Flash 8 can not be easily used for beginners. In Macromedia Flash 8 we have to memorize a number of commands to make interesting presentations. The weaknesses of the Adobe Flash 8 application program such as computer that wants to play a flash application must have flashplayer,, adobe flash programs are usually not freeware, learning time is very long especially for beginners, less simple, the menu is not user friendly, need a lot of tutorial references for the beginner, less in 3D like making 3D animations is very difficult, the programming language is very difficult, there is no template in it yet.

From the above weaknesses, hopefully does not hinder the teaching process for teachers who apply the media as a place to teach English.

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