

DESIGNING “e-PoPROTEXT” TO TEACH STUDENTS OF MADRASAH TSANAWIYAH ON PROCEDURE TEXT

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Abstract

The aim of this research was to design Microsoft PowerPoint as teaching media in learning procedure text. The method of this research is development research using ADDIE instructional design (Analyzing, Designing, Developing, Implementing, and Evaluating) as the phases in designing e-PoPROTEXT. e-PoPROTEXT is a Microsoft PowerPoint or electronic presentation containing materials about the topic that is talking about procedure text. e-PoPROTEXT provides three menus as the main features. The menus are the main menu, about and help. Each menu presents different content related to the topic with full color, animation, and audio. The data were calculated using pre-test and post-test and also assessment rubric of expert validation. Based on the result of the data computation, it was obtained that the students' score of post-test (92.37) was higher than students' score of pretest (72.24). The effect size was 1.6 which showed that it was categorized strong effect. Therefore, e-PoPROTEXT is effective in learning procedure text. The assessment rubric of e-PoPROTEXT result is the e-PoProtext as feasible to be used as teaching multimedia. In conclusion, the use of e-PoPROTEXT effective in teaching procedure text.

Keyword: Microsoft PowerPoint, e-PoPROTEXT, ADDIE Instructional Design

INTRODUCTION

Multimedia has shown its success in taking over traditional language teaching. Multimedia provides many options as it makes teaching interesting and effective because it has the capability to enchant the language learners (Pun: 2013). Based on the explanation above, it means that multimedia can make the teaching and learning process easier for both teacher and learner.

According to Pun (2003), PowerPoint presentation encourages and supports teaching-learning process by facilitating the materials through the presentation. Hence, the researcher chooses the PowerPoint presentation because it has many advantages for teaching-learning process. The PowerPoint provided students with opportunities to represent and express their prior knowledge.

In this research, the researcher tried to design an electronic Presentation on Procedure text (e-PoPROTEXT) to support students in reading procedure text and bring them into a

new atmosphere in learning procedure text. The procedure text material designed about student's real-life environment, the materials they commonly see in their daily life, such as how to make an omelet or how to make fried tempeh. Thus, the students enjoyed the teaching-learning process.

The researcher described some previous studies which relevant to this research to make the research arrangement easier and to avoid the repetition of the same study. There are some previous studies which support this research.

The first previous study was about Designing Origami Task for Teaching Procedure Text by Helen Cintiyawati (2010) from Tanjungpura University. She designed origami task for teaching procedure text on seventh grade Students of SMP 11 Pontianak in academic year 2009/2010. The method of this research used ADDIE. It was found that there was a problem that students class VII A SMP 11 Pontianak faced the vocabularies were

difficult for students. It made the students difficult to read the text. Based on that case she decided to design origami task for helping the student's problem in learning procedure text. The result of task evaluation showed that the origami task was feasible for teaching procedure text.

The second previous study was about Teaching Reading Comprehension on Narrative Text by Using PowerPoint Animations by Denny Nurdwiansyah. This research used a pre-experimental study in one group pretest and posttest design. The result showed that the PowerPoint animations increased the students' achievement in reading comprehension significantly. Then, the effect size of treatment ($ES=1.8>0.8$) and categorized as highly. It means that teaching reading comprehension on a narrative text by using PowerPoint Animations gave the significant effect to increase the students' achievement in reading comprehension. The case above shows a similarity with this research, it is the reason for designing electronic presentation on procedure text. The differences between previous studies with this research are the previous study used experimental study and this research used developmental research in which the technique is designed by the researcher itself.

METHOD

In doing this research, the researcher conducted five phase they are:

a. Analyze

In this phase, before analyzing, the researcher had observed the students in the classroom and interviewed the teacher. It was used to find the information about student's condition by analyzing the needs in learning procedure text; the researcher found the information about student's condition, the situation in the classroom, and facilities for teaching English in the school.

b. Design

In this phase, the researcher started designing the procedure text material into PowerPoint. The designing was focused on the procedure text materials. In designing procedure text material created materials by collecting and selecting the material from students'

book(LKS), internet, and other sources also by gathering the result of student's that have been collecting in the analysing phase.

c. Develop

In develop phase, the activities include making and modifying teaching materials or learning materials to achieve the learning objectives that have been determined. The purpose of the developing phase is to generate and validate selected learning resources.

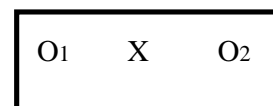
d. Implement

In implement phase, the model that has been developed was implemented in a real situation that is in the classroom. The purpose of the implement phase is to prepare the learning environment and engage the students (Branch, 2009).

e. Evaluation

In the evaluation phase, the researcher evaluated the e-PoPROTEXT by using pre-test and post-test. In the evaluation phase, the researcher chose the one-group pretest-posttest design. This type of pre-experimental was chosen because the other two designs did not measure the pre-test. A pre-test was used to know how the students' score in before treatment given. Therefore, this reason became the researcher's consideration in choosing the design. Furthermore, Cohen, Manion, & Morrison (2005, p. 212) states that the one-group pretest-posttest design can be represented as:

Experimental



Note:

O₁: Pre-test

X: Treatment

O₂: Post-test

O₁ is pre-test; it was given before treatment is applied to the students. The purpose of this test is to know about the condition and the score of the students' in learning procedure text before treatment given. X is considered as treatment given by using e-PoPROTEXT. O₂ is post-test; it was conducted to know the students'

score in reading on procedure text after the treatment given. Then, the researcher has analyzed the result of pre-test and post-test in order to know the design appropriate for using e-PoPROTEXT.

Setting and Subject of Research

This research was conducted at MTs Negeri 2 Pontianak located on Prof. M Yamin street. The subject of research was divided into three: (1) Student participants were ninth grade students of MTs Negeri 2 Pontianak in academic year 2017/2018, specifically at Class IX B. (2) Teacher participant was a student of English Education Study Program of Teacher Training and Education Faculty of Tanjungpura University; (3) Collaborator was the English teacher of ninth grade in MTs Negeri 2 Pontianak.

Techniques of Data Collection

Techniques of data collection used in this research were observation, interview, and test. Observation and interview were used in the analyse phase to get the information about the problems of the teacher, students' condition, the situation in the classroom and the facilities for teaching and learning in writing class, especially in procedure text. Meanwhile, the test was used in evaluation phase to investigate the effectiveness of the electronic presentation.

Tools of Data Collection

This research used the test in the form of multiple-choice in order to measure the student's achievement. The total of the test is 20 items with 4 alternatives (A, B, C, and D). The data has collected from the students' score of pre-test and post-test. In analyzing the students' reading procedure text, it was taken from English book think globally act locally by Pusat kurikulum dan perbukuan, Balitbang, Kemendikbud.

In conducting evaluation phase, the researcher provided assessment rubric which is used to evaluate the e-PoPROTEXT from the expert. The evaluation rubric developed by Kristin Miller and Jacqueline Bach (2001).

Techniques of Data Analysis

Techniques of data analysis in this research were divided into t-test and effect size data analysis. The formula to compute the t-test is adapted from Ary, Jacobs, Sorencen & Razavieh (2010:177). Before calculating the data of t-test, describing of individual score data into mean score, the difference score of pre-test and post-test.

In order to know the test significance of students' score, the researcher used the formula adapted from Arikunto (2006:308), cited in Wardani, Basri & Waris (2014: 7):

$$(1) \sum X^2 D = \sum D^2 - \frac{(D)^2}{N}$$

Note

$\sum X^2 D$: The mean of the difference score

$\sum D$: The sum of the difference score

N : The number of students

In order to know the score of t-test and for answering the first research question, the researcher used the formula adapted from Arikunto (2010:349) cited in Wardani, Basri & Waris (2014:7).

$$(2) t = \frac{MD}{\sqrt{\frac{\sum X^2 D}{N(N-1)}}}$$

Note:

t : Analysis of students' significant score

MD : The students' difference mean score of pre-test and post-test

$\sum X^2 D$: The test significance of the students' score

N : Number of students

In order to know the effectiveness of the treatment and for answering the second research question, the researcher used the formula as follow:

$$(3) ES = t \sqrt{\frac{1}{N}}$$

Note:

ES : Effect size

t : The result of t-test

N : Number of students

RESEARCH FINDING AND DISCUSSION

Research Finding

In conducting this research, the researcher applied Development Research. This research method was intended to design the “e-PoPROTEXT” for teaching procedure text and to evaluate whether or not the “e-PoPROTEXT” are effective for teaching procedure text in ninth grade students at MTsN 2 Pontianak. In order to reach the goal, the researcher has found the detail of the design or concept based on the data that already gathered and conduct implementation and evaluation. The research findings and discussion based on the data that was conducted of ADDIE approach. They are analysis, design, development, implementation, and evaluation.

First Analysis phase

In the analysis phase, the researcher analyzes the students and teacher condition in order to find problem and way to solve it. The analysis of the learning condition is needed related to the product that designed to solve the student’s problem. The analysis includes the condition of the student, teacher and also the school regarding the multimedia learning. It includes the facilities and materials. This data was gathered from the observation in the classroom and interview with the teacher. It’s important to determine whether the product which was created is appropriate or not.

1) Analysis of the students’ condition

This research was conducted in MTsN 2 Pontianak, and the researcher took ninth grade students as a research participant. There were 38 students in this class. The learners started at 07.00 a.m and end at 14.00. The student’s average ages were around 13-15 years old. According to Koranteng (2009: 36), the adolescent stage of life between 10 and 19 years old. The adolescent goes through a lot of changes and becomes curious to know new things. Santrock cited in Nadir (2015) also added that “this stage is a period of great change for them when attitudes, values, and perception of themselves, their society and the world are shaped expanded.

From the classroom observation, the researcher found about the students. Firstly, most of the students did not give the good attention to their teacher in learning English process. The students liked to read the novel, bored, chatted with friends and some students are busy with their activities.

Secondly, the students were lack of ability in reading the text. The students always translated the text word for word. It made misunderstanding of the text that they did not know. The students also had difficulties in vocabularies and always ask the vocabularies when they doing the assignment. It made the students hard to understand what they read the text.

Thirdly, there were just some students who bring the dictionary into the classroom. The use of a dictionary is very important to help the students in looking for the meaning of the words that they do not know. Based on observation. The students who did not bring the dictionary tried to ask the teacher and borrowed to their friend’s dictionary. From the observation, it made the students were not serious in learning and they had a chance to do the other things, such as chatting, disturbing each other, and walking around in the classroom. It is better for the students to bring their own dictionary so that the students can be more focus on learning.

2) Analysis of The Teacher’s condition

From the interview with an English teacher in MTsN 2 Pontianak, the teacher used a text book and exercise book for teaching procedure text. She told that she must use the text book because it was already given by the school. She did not want the textbook given would be useless. The most common procedure text is about how to make ice fruit cocktail, how to make Indonesian loempia and how to make rawon. Based on the procedure text in the text book, the teacher used these text to teach students in the classroom. Based on the reason above, the students need more chance to learn at their home with an

enjoyable way of learning because of limited time at school. The students also need new material to make them interested and attracted in teaching and learning process.

- 3) Analysis of the students and teacher toward multimedia learning

Based on the observation, almost all of the students were familiar and knew how to operate the computer, they also knew the internet and used it to help them finished their homework or school project.

- 4) Analysis of syllabus and text book

Based on the observation, the books provide some various activities in improving English skills, it focuses on to learn of new vocabulary. Some activities asked the students have to work on individual, in pair and group. That activity those are a discussion, do a performance and do a personal exercise. Explanation and specific vocabulary that students need to know are presented at the beginning of activities to ease students understanding. Beside that, there was some procedure text material that not suitable for junior high school in Pontianak. The procedure text was about Javanese foods that unfamiliar for students and the use of vocabularies were difficult for students.

Second Design Phase

The researcher decided to describe how to make food as a topic in this electronic presentation because it appropriates with the syllabus and curriculum for ninth grade student in the first semester of MTsN 2 Pontianak. There are three parts of electronic presentation namely main menu, about and help. Meanwhile, in the main menu, there are eight options such as SK and KD (standard and base competence), objectives and indicators, videos, materials, vocabularies, extras, exercise, and references.

The first options in main menu slide are SK and KD. It consisted of standard and base competence based on syllabus and curriculum for ninth grade students in the first semester of

MTsN 2 Pontianak. The second options are objectives and indicators. It consisted of some objectives of the electronic presentation for students' achievement. The third options are videos. It consisted of the procedure text videos such as how to make omelette, how to make fried rice and how to make pudding. The fourth options are materials. It consisted of some material about the definition of procedure text, vocabularies, generic structure of procedure text, and example of procedure text. The fifth options are vocabularies. It consisted about the vocabulary of procedure text such as noun and action verb. The sixth options are extras. It consisted of information of procedure text, such as language focus that uses in procedure text. The seventh options are exercise. It consists of multiple choice, fills in the blank and rearranges the sentences. The last is references. It consisted of references for students for further information. The second part is about this part about the description of the electronic. The last part helps, this is about the instruction and guidance for the user of electronic presentation.

The topic and parts of the electronic presentation already decided, then the researcher gathered the first tools for making the module, it is Microsoft PowerPoint presentation application. The researcher got the application is on of package with Microsoft Office. This application is easy to use and widely available on almost every computer and laptop. Microsoft PowerPoint Presentation allows the user to input the text, graphics, figures, sound, and video which can be used to convey the material in teaching and learning process. People can be easy to use this application for making a presentation include teaching and learning.

- 5) The next steps in this phase were collecting the procedure text materials, figures, animations, videos and audios from some resources. The researcher also needs to consider scoring mechanism in this electronic presentation. The procedure text materials were taken from the text book and Google search. The picture that used in this electronic presentation were gathered from Google images. The audio

for this application from the YouTube. The researcher also follows the guideline in designing the material from (Richard & Rodgers, Approaches and Method in Language Teaching, 2001).

Third Development Phase

The researcher developed the material that had been gathered into an electronic presentation. The electronic presentation was made based on students' need analysis phase because the information about the students had been known from the interview and observation. The students' characteristic and the level of students were considered in developing the electronic presentation. The material was developed based on the syllabus, curriculum, and students' environment. The developing phase represented activities and procedures to develop the electronic presentation.

In developing the electronic presentation, the researcher developed the colorful appearance of background, put some animation, the action bottom for navigation, and pop up menu in order to make the electronic presentation to make the electronic presentation attractive and interactive for the students. The researcher reason used PowerPoint Presentation to make an electronic presentation in this research is because it has some advantage. The advantages of this program are allowed the user to develop interesting presentation slide because there are colors, fonts, and animation, animations, both animated text or animated images. It allows the user to make their own presentation slide in simple ways. PowerPoint Presentation also makes the user of this program easy to use it without many difficulties.

Fourth Implementation Phase

The researcher observed the condition of implementation by using observation. From the observation, the researcher found that the students look enthusiastic in using the electronic. They used the electronic presentation in the group because of limited computer devices in the class. They said they more interested in learning and it is a new material that let them learn in fun a way. The

researcher also found that shortcomings from this electronic presentation. Some students said that the text is too small they cannot read the text, but some students said that is not a problem they can read clearly. The researcher must think about the position and size of animation because some animation distracts students focus. There is some difficult vocabulary in the text for students. The researcher also found some instruction that students do not understand. Based on the data, the researcher revised the shortcoming of the electronic presentation by consider the students problem from the implementation as follow:

- 1) Some animations and audios distract students focus
- 2) There are some difficult vocabularies for students
- 3) The instruction should be clearer.
- 4) Some Navigation buttons were found confusing such as back button, and next and previous button.

The researcher also observed the students condition while they use the electronic presentation. The students look enthusiastic and motivate in using the electronic presentation. Some of them use the application in group. They said they more interested in learning procedure text and it is a new material that let them learn in fun way.

Fifth Evaluation Phase

In the evaluation phase, the researcher wants to describe the effectiveness and expert validation. According to Branch (2009:152) states that "The purpose of the evaluate phase is to assess the quality of the instructional products and processes, both before and after implementation". The researcher also delivered the t-test to gain the student's perception after demonstrating the electronic presentation and conducting expert validation. In this evaluation phase, the research described the result of the individual score, the interval score, and t-test of students' achievement test score. There was a lecturer who was involved in this evaluation session.

- a. Students Perspective of electronic presentation

- 1) Analysis of the students' individual mean score of Pre-test and Post test
The result of the pre-test showed the result of students score before treatment was being conducted. Furthermore, from the result of the test, the students' achievement score is considered as *average to good*, which the student average score was 72.24.
- 2) Analysis of the students' interval score of pre-test and post-test
The test significance of the students' score was 5224.35.
- 3) Analysis of the student's significant score of pre-test and posttest.
The calculation of t-test indicates 10.43. The t-table with df (degree of freedom) = $N - 1 = (38 - 1)$ is 1.697. It means that is indicated that t-test 10.42 is bigger than t-table 1.697 or $10.42 > 1.697$.
- 4) The analysis of the effect size of the treatment
The result of the significance of the treatment is 1.6.
- 5) Interpretation of hypothesis
Based on the result of the data computation, it was obtained that the students' score of post-test (92.37) was higher than students' score of pretest (72.24). The effect size was 1.6 showed that it categorized as a strong effect.

b. Expert Validation

Based on the result above the researcher found that the expert overall rating the assessment result of electronic presentation or e-PoPROTEXT was yes, it means the e-PoPROTEXT is acceptable for classroom use particularly in teaching and learning procedure text. At the stage of evaluation checklist, the researcher gained some suggestions as shortcomings regarding the electronic presentation and these suggestions considered to be revised to make the electronic presentation for the better. The suggestion experts such as some Navigation buttons were found confusing such as back button, and next and previous button, there were some grammatical error in some instruction of the electronic presentation which made the

instruction were hard to understand, some videos were found similar to the previous video, The electronic presentation was lack of feedback to its user, Some figures, animations, and audios were not match.

The researcher provided assessment rubric which consisted of four main criteria namely; (i) Educational Effectiveness, (ii) Design Features, (iii) Entertainment Value, (iv) User Friendliness of technology. These criteria developed into sub-criteria which turned into assessment item.

Discussion

The researcher developed the e-PoPROTEXT based on the learning problem in ninth grade students of MTsN 2 Pontianak. The learning problem are the limited time of learning, the monotone learning process, and unfamiliar material in the text book that used by the teacher. As the result, the researcher provided a solution for that problem that is the use of e-PoPROTEXT as a tool to support reading on procedure text for students. The method of this research consist of several phases; they are analysis phase, design phase, development phase, implementation phase, and evaluation phase (Branch, 2009).

In the analysis phase, some of the learning problems were gathered by observation and interview with English Teacher. The basic information which was gained such as the background of the students and teacher which focused on learning procedure text in the classroom, the condition of the school in supporting teaching and learning process, and the syllabus used by the teacher in conducting the lesson. This basic information was used to solve the learning problem, to decide suitable material used which supported the designing and the development of teaching multimedia. The design phase was conducted based on the analysis phase.

In the design phase, the researcher selected and collected the appropriate materials of procedure text, figure, video, and sound that will be provided in the multimedia (Mayer, 2001:55). The material was collected and selected based on 2013 curriculum and the syllabus (Richard, 2001). The topic of procedure text for ninth grade students is

taught in the first semester. It is “menangkapmaknateks procedure berbentuk resepmakanandan manual, pendek dan sederhana”. To make more specific the researcher has narrowed down the topic into “menangkapmaknateks procedure berbentuk resepmakanandan manual, pendek dan sederhana” that was used in designing the multimedia. Based on the analyzed result, the researcher found that the students have got improve on reading ability especially in their pronunciation and they have gotten easily to understand the main idea of the procedure text.

In the development phase was the next thing to be considered in conducting the research. The development phase continued the design phase to the real face of the electronic presentation itself. In this phase, the researcher constructed the material which had been selected and gathered from many sources. The constructed materials were suited based on learning objective which comes from syllabus and curriculum. Meanwhile, the constructed material should be grounded in the principal of the material design. According to Huchinson and waters cited in Javid (2015), the researcher has successfully designed and developed which fulfilled the principles of the material design. In brief, the principles of material design can be seen below:

- 1) Good materials design should be materials which could motivate the students in learning. Besides, the material should be relevant, interesting and easy to understand,
- 2) The material should help the teacher and the students to be directed in teaching and learning process and appropriate with the curriculum as well as the syllabus which is applied in the school.
- 3) materials should pay attention to “the nature of language and learning”.
- 4) Materials should be correct and appropriate in language use, so the materials itself will be good example for the students in their learning.

The researcher developed Microsoft PowerPoint into based on these principles of materials. As the first principle, electronic presentation provided relevant, interesting,

easy as well as motivating materials. It could be seen from selected materials such as, figure, animation, video and audio. The second principle is shown within the use of e-PoPROTEXT which the students and the teacher are directed into an independent user in exploring the provided materials, and grounded on the applied the curriculum as well as the syllabus. The third and the fourth principle also can be experienced within e-PoPROTEXT which provided correct and appropriate language use which lead to the nature of language and learning.

In the implementation of this product, the researcher has found the weaknesses of this product the student’s problem from the implementation those are some animations and audios distract students focus, there are some difficult vocabularies for students, the instruction should be clearer. Some Navigation buttons were found confusing such as a back button, and next and previous button.

The last thing to be discussed is evaluation phase, in this evaluation has an important role to make sure and decide whether the product is valid to be used or not by the students as well as the teacher in the school. The assessment rubric was provided based on some criteria. They are educational effectiveness, entertainment value, user friendliness of the technology, and design features (Reddi and Mishra, 2003: 57). Based on the result of expert validation in an assessment rubric, the e-PoPROTEXT as the product of this this research is acceptable for teaching and learning procedure text. It showed that the student’s performance is better than in pre-test with the mean score is 72.24 (Arikunto, 2006:308). Based on the result of the data computation, it was obtained that the students’ score of post-test (92.37) was higher than students’ score of pretest (72.24). The effect size was 1.6 showed that it categorized as a strong effect (Cohen, Manion&Marison, 2007: 521).

CONCLUSION AND SUGGESTION

Conclusion

Based on the result of expert validation in an assessment rubric, the e-PoPROTEXT as the product of this this research is acceptable

for teaching and learning procedure text. Based on the result of the data computation, it was obtained that the students' score of post-test (92.37) was higher than students' score of pretest (72.24). The effect size was 1.6 showed that it categorized as a strong effect. Therefore, e-PoPROTEXT is effective in learning procedure text.

Suggestion

Referring to this research, the researcher arrived in suggestion. The suggestions were described as follow:

1. The researcher should develop the electronic presentation into wide range such as web version. Because this product can be used by using hand phone and laptop only.
2. The researcher should not eliminate the function of the teacher. Because this product is only a media to help the teacher.
3. The user of this Product such as students and teacher should use the Microsoft PowerPoint 2010 and 2013 version. Because this product uses a Microsoft PowerPoint new Version so that it cannot be used in Microsoft power point 2007.

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