saga: *Journal of English Language Teaching and Applied Linguistics*
Vol. 5 No. 1, 2024
P-ISSN: 2715-7512; E-ISSN: 2716-0246
doi:10.21460/saga.2024.51.167

DEVELOPING ENGLISH INTERACTIVE MULTIMEDIA-BASED E-LEARNING IN TEACHING READING

Sri Wiyanah*, Sofia Farida Rahman
Universitas PGRI Yogyakarta, Indonesia
*Corresponding author's email: sriwiyanah@upy.ac.id

Received: 17 November 2022 Accepted: 4 April 2023

Abstract

The teaching phenomenon during the COVID-19 pandemic demanded teachers use platforms for online learning. Teaching via online learning causes student learning motivation to decrease. Students were passive while learning English reading text. Teachers generally use two platforms for online learning, namely, Google Classroom and WhatsApp. They were not allowed to upload large files which burdened the students. Thus, producing interactive learning multimedia that suits the demands of the learner can be a suitable choice to assist the instructor in teaching reading to tenth-grade pupils. An e-learning system was used to integrate multimedia material. Teachers can improve their instructional tools by using an e-learning system. The research aims to develop English learning interactive multimedia-based e-learning in teaching reading to senior high school students. This Research and Development (R&D) applied the ADDIE model by Taylor which consists of Analysis, Design, Development, Implementation, and Evaluation. The subjects were 22 tenth-grade students of SMAN 3 Bantul. The researcher employed observation, questionnaires, interviews, and documentation to obtain the Need Analysis (NA). After three experts reviewed the interactive multimedia, it was found to be valid in terms of content and construction. The mean score for the content aspect was 3.86, and the media aspect was 3.625. They were both categorized as "very good". The mean of the implementation and interview to the student's response is 87.75/100 points. In conclusion, interactive multimedia is appropriate and feasible in teaching and learning English reading for senior high school students.

Keywords: *English, E-learning, Interactive, Multimedia, Reading*

INTRODUCTION

The issue of education quality in Indonesia is presently facing challenges as a result of the pandemic. Covid-19. The minister of education and culture has urged all educational institutions

to adopt online learning during the virus's spread crisis, which is regulated in Circular Letter Number 4 of 2020 (Kementerian Pendidikan dan Kebudayaan Republik Indonesia, 2020).

According to an interview with English teachers at SMA N 3 Bantul, only a small percentage of pupils actively participate in online learning because their enthusiasm to learn declines during this time. Teachers only used two platforms for online learning, namely, Google Classroom and WhatsApp. Teachers were not allowed to upload files that were too large so that burdened the students. The types of files that could be sent on the two platforms were also very limited. Not only teachers who experienced problems in online learning but also the students had trouble. They have many obstacles, including inadequate facilities (mobile phones, computers, etc.), unstable internet networks, and a less conducive learning environment. Besides that, in distance learning, students have difficulty understanding the material presented by the teacher, which was usually done face-to-face, now it must be done online. Not all students have good facilities in their homes for online learning such as computers, laptops, cellphones, good signal, and pleasant and comfortable environmental conditions. Learning through Google Classroom and WhatsApp Group seems boring. Students are unable to understand the material that the teacher conveys clearly. Therefore, it became reasonable for the researcher to design interactive learning multimedia for teaching reading that is attractive and up-to-date materials-based e-learning.

The goal of this research is to create interactive multimedia that meets the requirements of both teachers and students in online learning. Researchers utilize PowerPoint as a medium to be developed with the input expected by teachers and students. It is expected that interactive learning multimedia can be an appropriate choice to help the teacher teach reading to tenth-grade students by providing interesting and advanced material. E-learning system has been used to be integrated with multimedia content. Through the e-learning system, teachers have a chance to enhance teaching tools. The way students learn is affected by multimedia usage in e-learning such as learning media that is transformed into networked, easily accessible available, and participated forms. The introduction of multimedia has benefited students by allowing for the distribution of interchangeable material likewise with the adaptation of pupils to the various ways of studying (Alsadhan et al., 2014).

Incorporating interactive multimedia into the classroom has several benefits, including letting each student work independently at a workstation and following their own requirements, facilitating the instructors' management of a large class of students, improving the introduction and presentation of content, motivating students more because the activities are interactive, and teaching them how to self-regulate and self-assess (Mayora, 2006).

Here, using interactive multimedia is also beneficial and appropriate for the students who learn reading as one of the skills in learning English for Senior High School students. Some more advantages that are acquired when using interactive multimedia are also stated. The benefits of using interactive multimedia include supporting interactive learning by presenting text, image, sound, video, and animation; reducing the amount of time spent learning; flexibility (potential for any time and anywhere); boosting students' motivation for learning; and accommodating different learning preferences (Asih, 2013).

A "multimedia" can be described as a material presentation through many media (images,

sound, video animation, and text). Face-to-face instruction, video recording, and slideshows are all used in presentations. There is some "interactivity" reward. Individuals may adjust the speed of presentations and pick which path to travel through the material, as well as the system's capacity to collect user input and offer relevant responses for that input (Mishra & Sharma, 2005).

In the current e-learning environment, multimedia is one of the most effective methods for facilitating learning. Traditional media like books, figures, and written content have been turned into online, easily accessible, and interactive forms with it. As a result, the introduction had a favorable impact on students by making interactive study material available and allowing learners to learn differently. It helps learners feel at ease in learning in a short time for each student to comprehend the learning framework, allowing them to devote more time to comprehending the course's content (Alsadhan et al., 2014).

Interactive multimedia is an effective means to improve students' learning achievement to reach better learning. The students' outcomes and interest in learning English were enhanced (Sari, 2018). They also can get new experiences in learning by using media that is attractive and interactive. They can use the learning media anytime in their home. Leaners are interested in using learning media because it can make the presentation of messages and information clearer to aid and improve learners' practice and outcomes; it can enhance and focus a child's attention to inspire motivation for more direct learning interactions; it can get around the limitations of the senses, space, and time; and it can give students similar experiences about their environmental event (Dewi et al., 2018).

One of the key abilities for learning a language is reading. It is a receptive ability that has to be coped with by learners of English as a second language. Reading is the process of understanding written symbols by relating them to the reader's prior knowledge so that the reader can understand the text's information (Farha & Rohani, 2019). Moreover, A language skill is reading. It is a receptive talent that's similar to hearing. It entails responding to rather than creating a text. It also entails deciphering text because while reading, readers must connect the text's message to their prior knowledge of the world (Spratt et al., 2005).

Reading is a fairly complicated activity that requires brain and eye coordination. The brain must determine the meaning of the data that the eyes receive before it can act. Because it can help students gain knowledge from the information they learn from printed materials, reading can be a beneficial activity (Harmer, 2010).

One of the texts that are learned by tenth-grader students is Narrative Text. It is a sort of literature that tells a series of connected or chronologically organized events. The majority of narrative writings are imaginary, that is, not based on reality or the author's imagination. Stories about an individual or a group of individuals overcoming challenges make up narratives. They also clarify how tales investigate social and cultural values, depict how people respond to situations, and amuse the audience (Mulyaningsih, 2013).

Therefore, based on current curriculum standards, it is vital to create products that incorporate the nature and traits of learners. Several factors are taken into account when creating educational materials that meet the student's needs. This instructional goal is to address the learners'

problems with learning (Imron et al., 2022).

METHODS

Research design

The research conducted is categorized as R&D. The process of research and development is utilized to create and verify educational materials. The main goal of research and development is to create products that can be effectively employed in educational programs rather than to build or test theories. Items are created to meet a particular demand and under precise specifications. The finished items must additionally undergo field testing and revisions until the desired degree of efficacy is attained (Gay et al., 2012).

The researcher designed the product based on the findings of the need analysis. The ADDIE model was used in the research to create interactive multimedia. Analysis, Design, Development, Execution, and Evaluation is abbreviated as ADDIE. The ADDIE model is one of the most common models used as a guide in the instructional design field when creating a good design. It enables instructional designers, content developers, and even teachers to build an effective teaching design that can be used in any environment, online or face-to-face, using this model (Aldoobie, 2015). The following figure shows the ADDIE model (Branch, 2009).

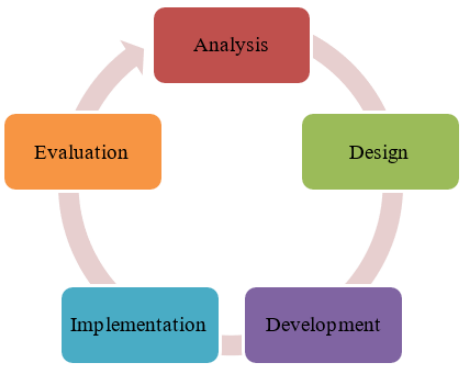

Figure 1. ADDIE Model

Participants

This research created interactive learning multimedia-based e-learning in teaching reading for tenth grader students at SMAN 3 Bantul. There were thirty-two students (twenty-one girls and eleven boys) from grade X MIPA 2 who were between the ages of 15 and 16. This grade learns about Narrative Text based on the existing curriculum at this school.

Data analysis

The researcher used two types of questionnaires in this study: needs analysis and expert judgments. The first questionnaire was intended to gather information on students' target and learning needs. The expert on the development of the materials was questioned in the second inquiry. Expert judgment questionnaires came in two varieties: one for media experts and one for content experts. The responses to both questionnaires were used to update the product. After the data was collected, it was examined.

The goal of need analysis is to gather data about students' learning needs. The distribution of the questionnaire was carried out on March 20, 2022. The questionnaire contained 18 items. The participants picked the option according to their abilities and circumstances. Researchers obtained information through observation and interviews with English teachers in SMA N 3 Bantul to find accurate information about the English learning system during the pandemic with online learning and the analysis of student targets and learning needs.

To collect data, a questionnaire was distributed to students and experts. There were two kinds of questionnaires. They were the questionnaires for needs assessment and expert opinion. The first questionnaire was distributed to students to collect data on the target and learning needs of SMAN 3 Bantul tenth-grade students. A design expert, a content expert, and a media expert provided criticism and recommendations for improvement in the second questionnaire. The content specialists assessed the contents and instructional quality, whilst the media professionals assessed the technical quality of the output.

The results of the needs analysis questionnaire were presented as frequencies and percentages. The first and second options of the students' questionnaire responses were chosen as representations of the students' decision for the quantitative data acquired from the needs analysis. The appropriateness of the interactive learning multimedia was assessed using a scale. It was graded using Likert scales for each of the responses to the statement. Strongly Agree (SA) received five points, Agree (A) received four points, Undecided (U) received three points, Disagree (DA) received two points, and Strongly Disagree (SD) received one point (SD).

FINDINGS AND DISCUSSION

The Need Analysis

The needs analysis questionnaire was filled in by 32 students of class X MIPA 2 SMA N 3 Bantul. It consists of 23 female students and nine male students between the ages of 15 and 16 years. In the first stage, they were asked to fill in the name, class, and attendance number. The purpose was to collect data from respondents.

The researcher also conducted the need analysis by observing and interviewing an English teacher in tenth-grade students of SMAN 3 Bantul. The observation and interview were conducted on March 7th, 2022. The purpose of observing and interviewing English teachers was to find out the teachers' and students' problems with online learning during the pandemic COVID-19. The result of observation, interview, and questionnaire was to create an engaging multimedia learning resource for reading for students in the tenth grade. Researchers conducted observations to collect data. The data generated from the observations were used to develop interactive multimedia-based e-learning to teach reading to tenth-grade students.

Based on the interview, the researcher knows the school's 2013 curriculum. Due to the policy of online learning, all of the learning activities were carried out online (on the network) using Google Classroom and WhatsApp platforms. In online learning, these two platforms were not enough to facilitate learning between teachers and students. The school policies stated that teachers were not allowed to send files that were too large and charged students in learning. From the interview, teachers were forced to be creative and make innovations so that students were not passive in learning especially in reading-narrative texts. Most of the students were

less interested in learning English text types. They just knew English materials as what they received from the teacher.

The learning needs as determined by the needs analysis are divided into Input, Design, Procedures, Teacher's Role, and Setting. Input in reading materials, the participants preferred images on the materials in English classes. Students also wanted interactive multimedia versions of fairytale narrative texts. For the activity, the students also want to read and then match the words with their synonyms.

In terms of interactive multimedia design, students prefer images, text, sound, video animation, and instrumental music for media in English learning. The multimedia layout should also be interesting and motivating to the students. They want a font size of 12-14 cm and a font style of Times New Roman for interactive multimedia. It is sometimes necessary to use back sound and music in interactive multimedia. Students expect interactive multimedia buttons to be simple and easy to locate. Regarding the procedure in interactive multimedia, the students expect to find the main idea of the text for a reading activity they like. More than half of students want their teachers to help them with interactive multimedia tasks by providing examples. Based on the result majority of students prefer doing tasks in interactive multimedia with friends, according to the results of the need analysis, and want to be able to use interactive multimedia whenever and wherever they want. The interactive multimedia activities are mostly designed for individuals to meet their needs, though some are designed for pairs.

The Result of Developing Product

The development of interactive multimedia based on e-learning to facilitate tenth-grader students at SMAN 3 Bantul was done by using the ADDIE design model. The procedures are in the following explanation.

1. Collecting Research and Information
   It was to find out the students' targets and learning needs. A field study was conducted by observing and interviewing an English teacher to know the teaching-learning process. The researcher conducted the observation and interview on 7th March 2022.

2. Research Procedures
   The researcher carried out several steps in research procedures, such as
   a. Identify the students' targets and learning needs
      In this context, students needed an interactive multimedia-based e-learning for reading-narrative texts that can be used anywhere and anytime.

   b. Arrange a mapping concept
      It aimed to organize the materials according to the needed analysis of learning materials about the narrative text of legend.

   c. Develop mapping of learning materials
      The researcher selected the materials based on core competence and basic competence on the syllabus of the 2013 curriculum. The activity was based on a scientific approach such as observing, questioning, associating, experimenting, and evaluating. Then, the

researcher needed to select appropriate pictures based on students' learning needs.

d. Create the preliminary instructional design version
In creating the preliminary instructional design version, the researcher designed the flowchart, a course grid, and video animation and found appropriate background music, pictures, and sound. The materials were adapted from the English module for tenth graders.

3. Develop the Interactive Multimedia
Researcher developed the interactive multimedia using Microsoft PowerPoint. The materials were adapted from the English module for tenth graders.

4. Product Revision
The preliminary instructional design version was made and validated by Content Expert Judgment and Media Expert Judgment. The data validation was through the questionnaire.

5. Main Field Testing
After the interactive multimedia has been validated by the expert judgment, the final draft of the interactive multimedia was used in teaching teaching-learning process. The researcher conducted research by teaching students in ordinary classes (offline) and virtual classes (online) using interactive multimedia-based e-learning to teach reading to the tenth-grade students in two meetings such as:

a. First meeting : Thursday, March, 24th 2022
b. Second meeting : Thursday, March 31st, 2022

After the meeting ended, the researcher distributed the questionnaire to students about the evaluation and implementation of interactive multimedia-based e-learning.

6. Operational Product Revision
The researcher revised the product and analyzed product weaknesses to be developed.

7. Final Product Revision
The researcher revised the expert judgment before the final product release.

The Result of Data Validation from Experts' Judgment

The product was validated by the expert judgment that consists of the content, language, presentation, screen presentation, multimedia elements, button navigation, and the responses or feedback. The result of data validation is presented in the following tables.

Table 1. The Appropriateness of Content in Interactive Multimedia

Item Number	Statement	Score
1.	The interactive multimedia materials are based on the textbook "Bahasa Inggris" for tenth graders that is included in the last curriculum.	4
2.	The design is aligned with Senior High School grade X Core Competencies and Basic Competencies.	4

3.	The materials are suitable for learning how to read.	4
4.	The interactive multimedia materials are aligned with the learning goals.	4
5.	The tasks are corresponding to the goals.	4
6.	A relevant vocabulary is included in the interactive multimedia materials.	4
7.	Some skills in reading are included in the materials.	4
8.	The interactive multimedia materials include instructions for understanding the text structure of the text material being discussed.	4
9.	The interactive multimedia includes materials that guide the text's social function.	4
10.	The design includes materials that guide the linguistic features of the text being discussed.	4
11.	Basic interactive activities (true/false and multiple choice) are included in the interactive multimedia.	4
12.	The amount of learning elements (materials, exercises, and evaluation) is adequate.	4
13.	The materials are needed by students.	4
	Mean	4.00

Table 1 shows the mean score of Interactive Multimedia based on the content aspect of appropriateness. There are 13 numbers of statements related to the interactive multimedia content. All numbers got the maximum score which is 4. It is suitable for the learning objectives adequate materials and beneficial for students in learning to read a narrative text.

Table 2. The Appropriateness of Language in Interactive Multimedia

Item Number	Statement	Score
14.	The interactive multimedia instruction language is correct and accurate.	4
15.	The interactive multimedia text language is understandable.	4
16.	The interactive multimedia materials are written in English.	4
17.	The language has an impact on the language development of students.	4
18.	The interactive multimedia materials use proper spelling.	4
19.	Correct word choices are used in the interactive multimedia materials.	4
20.	The interactive multimedia's grammar is correct.	4
21.	The interactive multimedia vocabulary is correct.	4
	Mean	4.00

Table 2 presents the score of Interactive Multimedia based on language aspect. The mean score is 4,00. It means students can understand because the language instruction is correct and accurate in word choices, grammar, and vocabulary.

Table 3. The Appropriateness of Presentation in Interactive Multimedia

Item Number	Statement	Score
22.	The interactive multimedia materials are presented in a logical order.	4
23.	Learning activities in interactive multimedia assist students in becoming self-directed learners.	3.5
24.	All the presentations are included in the interactive multimedia.	4
25.	Students are encouraged to learn on their own and take charge of their education.	3
26.	Students can learn creatively.	3.5
	Mean	3.60

Table 3 indicates that the presentation of Interactive Multimedia has a good quality. It gets a score of 3,60. The presentation of interactive multimedia was designed in good order and completed points so students could learn using it easily.

Table 4. The Suitability of Screen Presentation Interactive Multimedia

Item Number	Statement	Score
1.	The display is unobstructed.	4
2.	Screen proportions are correct.	4
3.	The color scheme is complementary.	4
4.	Students can understand the task.	3
5.	Learners can understand the materials by using animation in interactive multimedia.	3
6.	The texts are suitable.	4
7.	The pictures in the interactive multimedia are suitable.	3
8.	The animation is well-designed.	3
	Mean	3.50

The table above points out that screen appearance is clear, proportional, and colorful. So, it has got a score of 3,50. The students are attracted to learning it because the screen appearance is interesting and the animation is eye-catching.

Table 5. The Language Content in Interactive Multimedia

Item Number	Statement	Score
9.	The size of the font can be seen clearly	4
10.	The size of the font is proportional	4
11.	Texts, images, and animation are all well-organized.	4
	Mean	4.00

Table 5 serves the score of multimedia elements that is 4 for several aspects, they are the font size that is suitable and appropriate and the text, images, and animations that are well organized.

Table 6. The Button Navigation in Interactive Multimedia

Item Number	Statement	Score
12.	The navigation buttons are placed consistently.	4
13.	The interactive multimedia's navigation buttons are simple to use.	4
14.	The interactive multimedia's navigation buttons are easy to use.	4
15.	There are shortcuts to return to the main menu and exit the application.	4
	Mean	4.00

Table 6 denotes that the interactive media is appropriate from the navigation button because it is placed consistently, easy and simple to use. It has got a score of 4.

Table 7. The Responses in Interactive Multimedia

Item Number	Statement	Score
16.	It provides immediate responses	4
17.	Users can operate interactive multimedia independently with the help of feedback.	2
18.	Students can use the score to assess their abilities.	3
	Mean	3.00

Table 7 indicates the appropriateness of feedback in interactive multimedia has scored 3,00. The feedback is provided in this media and students can score to assess their abilities, but in some cases, students cannot operate independently with the help of feedback.

The Result of Specification of Interactive Media

The Home Page and the Menu Page are the two main parts of interactive multimedia. The Home Page consists of an Opening and a Start Slide. The Menu Page of the interactive multimedia in the learning process consists of seven main menus:

1. The first menu is the author profile. It is the basic information about the author. The following picture shows the menu of the author's profile.

Figure 1. Author Profile

2. The second menu is the goals of the learning process. It consists of two parts. They are Basic Competences and Indicators of Competence Achievement. The learning goals are:
   a. Find sentences that contain parts of the legend.

b. Identify similarities and differences in social functions, text structures, and narrative text linguistic elements.
c. Read legends with correct intonation, pronunciation, and stress.
d. Understand the structure and linguistic elements of Narrative text.
The following picture shows the menu of goals.

Figure 2. Learning Goals

3. The third menu is Help. This slide gives information or guidance for the user on how or what the button functions in interactive multimedia. The following picture presents the HELP menu.

Figure 3. Help Menu

4. The fourth menu is a Video Material. This slide provides the user with the experience of learning about a narrative text from video animation. The length of the video is about 08'22'' (eight minutes and twenty-two seconds). The following figure shows the picture of the Video Material menu.

Figure 4. Video Material

5. The fifth menu is Learning Materials. In the first slides, the users can have a warming-up

activity by having conversations with the provided dialogue. In the second slide, the users have a vocabulary builder activity by throwing an arrow to pair the following words mean in Indonesia. The third slide is pronunciation practice. It can be used by the users to practice saying the new available words. In practice 1, the users can practice the dialogue and answer some questions. Practice 2 provides the users to read aloud, observe, and determine the text. The fourth slide is a discussion; the users may discuss the language features of the text. In Practice 3, the users can make at least 5 questions by using the word questions who, what, where, when, and why. The fifth is the independent task. It is followed by exercise. The last is self–assessment. The picture of the Learning Material is in the following figure.

Figure 5. Learning Materials

6. The sixth menu is a summary. This menu discusses the type, function, generic structure, and narrative grammatical features of a narrative text. The next slide is a glossary. The figure of Summary Menu is in the following picture.

Figure 6. Summary Menu

7. The seventh menu is an evaluation. It consists of ten multiple-choice questions. The users can click the answer and get followed by references slide, appendix, answer key, discussion, and closing. The following picture shows the menu of Evaluation.

Figure 7. Evaluation Menu

The limitation of the product

The product was designed using Microsoft PowerPoint 2013, so there are some limitations in the result. For example, if the user is using Microsoft PowerPoint 2013, not all functions will be available (examples of added sound cannot be played in Microsoft PowerPoint under 2013). Furthermore, Microsoft PowerPoint before 2013 lacks the updated functions of Microsoft PowerPoint 2013. All the functions in this product, however, work well in Microsoft PowerPoint 2013 and later.

CONCLUSION

The study aimed to develop English interactive multimedia-based e-learning to teach reading narrative text. Based on the need analysis, it proved that the students want to learn English primarily to master the language. Near half of the students agreed that reading English texts with good pronunciation and comprehending text was the most important goal in becoming a good reader. Students favor images, text, sound, video animation, and instrumental music for media in English learning when it comes to interactive multimedia design. Students should find the multimedia layout fascinating and motivating.

Interactive multimedia development can be characterized as appropriate based on professional opinion. This interactive multimedia was created using the English Module for tenth graders. The creation of interactive multimedia must take the target audience and learning requirements into account, particularly when it comes to reading narrative content. Researchers use the ADDIE Design Model, a research methodology introduced by Taylor in 200, with some modifications for creating interactive multimedia. Analysis, design, development, implementation, and evaluation are the phases that are taken. The researcher examines the environment, the requirements of the students, and the supplies during the /needs analysis phase. The researchers created a course grid and a flowchart during the design phase. Using Microsoft PowerPoint, the initial interactive multimedia draft was created throughout the development phase.

After the final draft was developed, the researchers conducted interviews and implementation with students to see students' responses to the interactive multimedia that had been developed. The final draft of the developed interactive multimedia for grade X students covers reading skills, but it also can be used to increase student's fluency in speaking English as a result of the process of developing interactive multimedia for grade X students. The menu consists of a profile, goals, help, video, materials, summary, and evaluation. The developer also added some extra menus such as a glossary, answer key, discussion, references, and appendix. Based on expert judgment the mean score for the content aspect was 3.86 and the media aspect was 3.625, which both were categorized as "very good". The mean of the implementation and interview to the student's response was 87.75/100 points. Based on the results of the study, professional opinion, and student feedback, interactive multimedia was viable as a student learning tool for reading materials.

For further research, it is recommended to develop interactive multimedia that covers all the skills (reading, writing, listening, and speaking). Students will enjoy engagingly learning English with a more appealing presentation. It needs to add more text and pertinent images. The animation and soundtrack for the interactive multimedia should be captivating.

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