

**DEVELOPING ENGLISH INTERACTIVE MULTIMEDIA WITH
CULTURAL NUANCES USING MICROSOFT POWERPOINT TO
FACILITATE PROCEDURE TEXT LEARNING**

THESIS

Submitted in partial fulfillment of the requirement for the degree of Sarjana
Pendidikan (S.Pd) in Teaching English



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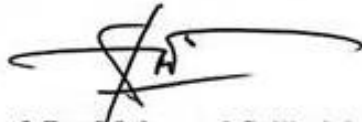

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ABSTRACT

Malik, Zulfikri. (2023). *DEVELOPING ENGLISH INTERACTIVE MULTIMEDIA WITH CULTURAL NUANCES USING MICROSOFT POWERPOINT TO FACILITATE PROCEDURE TEXT LEARNING*. Thesis. English Language Education Department, Faculty of Tarbiyah and Teacher Training, UIN Sunan Ampel Surabaya. Supervisors: Prof. Dr. Mohamad Salik, M. Ag. and Rizka Safriyani, M. Pd.

Key Words: *Interactive Multimedia, Microsoft Powerpoint, Cultural Nuances, Procedure Text.*

Interactive multimedia that integrates cultural aspects has played an enormous role in today's educational field, including English language teaching and learning. This study aimed to develop English interactive multimedia that integrates cultural nuances using Microsoft PowerPoint to facilitate procedure text learning and describe its feasibility. Two research questions are raised in this study; (1) How is the developing process of interactive multimedia with cultural nuances using Microsoft PowerPoint to learn procedure text material? (2) What is the feasibility of developed interactive multimedia application to learn procedure text material? This study was research and development with a Plomp model that used field notes, validation sheets, and questionnaires as an instrument to collect the data. Media Expert, Content Expert, English Teacher (practitioner), and 32 students from class IX A SMPN 35 Surabaya participated in this study. The findings of this study are; (1) This study conducts preliminary research, prototyping, and assessment to develop Interactive multimedia (2) Quantitative analysis on validation and student responses also reveals that developed interactive multimedia with cultural nuances using Microsoft Powerpoint is feasible for learning procedure text by considering validity and practicality aspects. This research postulates some recommendations for both teachers and students regarding the application of interactive multimedia with cultural nuances using Microsoft Powerpoint to facilitate procedure text learning.

ABSTRAK

Malik, Zulfikri. (2023). *DEVELOPING ENGLISH INTERACTIVE MULTIMEDIA WITH CULTURAL NUANCES USING MICROSOFT POWERPOINT TO FACILITATE PROCEDURE TEXT LEARNING*. Skripsi. Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, Universitas Islam Negeri Sunan Ampel Surabaya. Pembimbing: Prof. Dr. Mohamad Salik, M. Ag. and Rizka Safriyani, M. Pd.

Key Words: Multimedia Interaktif, Microsoft Powerpoint, Nuansa Budaya, Teks Prosedur.

Multimedia interaktif yang mengintegrasikan aspek budaya telah memainkan peran yang sangat besar dalam bidang pendidikan saat ini, termasuk pengajaran dan pembelajaran bahasa Inggris. Penelitian ini bertujuan untuk mengembangkan multimedia interaktif bahasa Inggris yang mengintegrasikan nuansa budaya menggunakan Microsoft PowerPoint untuk memfasilitasi pembelajaran teks prosedur dan menggambarkan kelayakannya. Ada dua pertanyaan penelitian yang diangkat dalam penelitian ini; (1) Bagaimana proses pengembangan multimedia interaktif bernuansa budaya menggunakan Microsoft PowerPoint untuk memfasilitasi pembelajaran materi teks prosedur? (2) Bagaimana kelayakan pengembangan aplikasi multimedia interaktif untuk pembelajaran materi teks prosedur? Penelitian ini merupakan penelitian dan pengembangan dengan model Plomp yang menggunakan catatan lapangan, lembar validasi, dan angket sebagai instrumen untuk mengumpulkan data. Ahli Media, Ahli Materi, Guru Bahasa Inggris (praktisi), dan 32 siswa dari kelas IX A SMPN 35 Surabaya berpartisipasi dalam penelitian ini. Temuan dari penelitian ini adalah; (1) Penelitian ini melakukan penelitian pendahuluan, pembuatan prototipe, dan penilaian untuk mengembangkan multimedia Interaktif (2) Analisis kuantitatif terhadap validasi dan tanggapan siswa juga mengungkapkan bahwa multimedia interaktif bernuansa budaya yang dikembangkan menggunakan Microsoft Powerpoint layak untuk pembelajaran teks prosedur dengan mempertimbangkan validitas dan kepraktisan aspek. Penelitian ini mendalilkan beberapa rekomendasi bagi guru dan siswa terkait penerapan multimedia interaktif bernuansa budaya menggunakan Microsoft Powerpoint untuk memudahkan pembelajaran teks prosedur.

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LIST OF ABBREVIATIONS

HTML : Hypertext Markup Language

ELT : English Language Teaching

UINSA: UIN Sunan Ampel Surabaya

KI/KD : Kompetensi Inti/ Kompetensi Dasar



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CHAPTER I INTRODUCTION

In the first chapter, the researcher presents the area of study that will be covered in some headings: A) Background of the Study; B) Research Questions; C) Objectives of the Research; D) Significance of the Study; E) Scope and Limitation; F) Definition of Key Terms.

A. Background of Study

Interactive multimedia has played an enormous role in the educational field today, including in English language teaching and learning. Interactive multimedia is assisted learning media that involves several integrations of texts, graphics, images, animation, video, and audio, which can create interaction, cultivate enthusiasm for learning, and encourage an attitude of independent learning.¹

Learning based on interactive multimedia offers some advantages for the learning process. Interactive multimedia helps clarify material with exciting pictures and animations, practicing skills with various trying activities, motivating students with multiple forms of appreciation, and allowing the user to select the desired material with the navigation buttons.² In the context of English learning in Indonesian schools, the proper utilization of interactive multimedia can increase students' enthusiasm for learning English.³ Based on earlier research findings, interactive multimedia was advantageous for learning. In reality, the use of interactive multimedia makes student retain more information than other media. It is proved by Leow and Neo showed that there was 83.9% of students had motivated to learn interactive multimedia and 93.5 % of students had individualized learning in exploring more knowledge. With

¹ Ismah and Asti Agesa Riski, 'Developing Interactive Multimedia for Learning Three Dimensions with Adobe Flash CS4', in *Proceedings of The 2nd International Multidisciplinary Conference*, 2016, pp. 468–78.

² Lilis Kusumawati Diah, N. Sugito, and Ali Mustadi, 'The Feasibility of Interactive Learning Multimedia in Motivating Students to Learn Mathematics', *Jurnal Teknologi Pendidikan*, 9.1 (2021).

³ S. Subianto and S. Mulyani, 'Uses of Interactive Multimedia in English Learning', *Edudikara: Jurnal Pendidikan Dan Pembelajaran*, 2.2 (2017), 92–100.

the potential of interactive multimedia to enhance the system of teaching and learning English material, it is essential to develop it.

Interactive multimedia as assisted learning requires several things. Munir states that interactive multimedia in education has several characteristics. Firstly, multimedia should have more than one integration media element. Secondly, it can provide an interactive nature, allowing users not only to see and hear but also to do something and respond to the media. Lastly, it should be independent, meaning getting the user without someone's guidance is straightforward.⁴ Hence, interactive media that wants to develop must fulfill those characteristics.

In developing interactive multimedia, several software makers can use it. Although currently, there are many software products in circulation that media makers can use, the problem that arises is the number of users who are still not familiar with the application of ICT-based learning media, especially their knowledge and mastery of the software.⁵ Based on these problems, simple and easy-to-use software is needed to develop learning media.

Microsoft PowerPoint is a software that can be used to develop interactive multimedia. This software has a layout that is quite simple. Icons or shortcuts as navigation are displayed in groups according to their related functions, so the software features can be easily found. Although this software is straightforward, it can provide significant benefits as a presentation and interactive learning media maker software. This software can display text, images, sounds, and videos imported from other software. People can also take advantage of the animation feature that makes the presentation more interactive. Thus, a software maker can use Microsoft PowerPoint to develop interactive multimedia.

⁴ Munir Munir, *Multimedia: Concept and Its Implementation in Education* (Bandung: Alfabeta, 2013).

⁵ Asnurul Isroqmi, 'Selection of Application Software for Making Interactive Learning Media (Case Study: PowerPoint Application)', *Journal of Lecturers at PGRI Palembang University Edition*, 1.1 (2015), 1318.

In the development of interactive multimedia, it is also required to have material that will be discussed through the media. Procedure text is one quantity of English material that describes the sequence of actions or steps taken about operating or using something.⁶ In Indonesian, the topic of Procedure Text in learning English is the material for grade IX SMP/MTs. The 2013 curriculum places procedure text as one of the materials that must be mastered by students, which is listed in basic competence 3.4 and 4.4.⁷

Procedure text material has become crucial for teachers and students because they still have difficulty teaching and learning procedure text with a reasonably high category. A finding by Sriningsih states that out of 32 students in class IX.A, only five (15.625%) reached the specified KKM, which is 75. In the low learning achievement of students aspect, the student's attitude of not caring about learning so that the explanation of the material was ignored.⁸ This idea is supported by Sakila, who states that student learning outcomes on this material do not meet the standard of completeness. This problem is due to several aspects, namely (1) aspects of curriculum development, (2) aspects of material strengthening, and (3) aspects of practice or implementation of learning.⁹ Based on these considerations, it is essential to have innovation in teaching and learning procedure text material by utilizing interactive multimedia.

The integration of cultural nuances can be also an innovation in teaching and learning procedure text material. Culture-based learning is not just transferring or conveying culture or cultural embodiment, but using culture to make students able to create meaning, penetrate the boundaries of imagination, and creativity to achieve a deep understanding of the subject matter they are

⁶ American Heritage Dictionary, 'The American Heritage Dictionary of the English Language', *American Heritage Dictionary* (New York: Boston Houghton Mifflin, 2000).

⁷ Depdiknas, 'Regulation of the Minister of National Education Number 24 of 2016 Concerning KI and KD Subjects in the 2013 Curriculum' (Departemen Pendidikan Nasional, 2016).

⁸ Agus Sriningsih, 'Improving English Learning Outcomes for Procedure Text Materials Through Discovery Learning', *Serambi Academica: Jurnal Pendidikan, Sains, Dan Humaniora*, 8.2 (2020), 216–23.

⁹ Sakila Sakila, 'Improving Students' Learning Outcomes in Learning Writing Procedures Text with Audiovisual Media', *Genta Bahtera: Jurnal Ilmiah Kebahasaan Dan Kesastraan*, 6.1 (2020).

studying. This idea is supported by Fahrurrozi, who states that learning contextually through cultural aspects will become a pleasant environment for teachers and students, allowing students to actively engage in learning according to the culture they already know or have so that effective learning outcomes can be obtained in culture-based learning.¹⁰ For this reason, it is necessary to make efforts to develop teaching materials that prioritize elements of cultural nuances in learning procedure materials.

There have been several previous studies in the area of developing interactive multimedia. Findings by Sanusi, Suprpto, and Apriandi show that development research has an outcome in designing interactive multimedia in mathematics learning.¹¹ These studies have explored the development of interactive multimedia in mathematics. Considering that, developing interactive multimedia for English Learning is particularly important to explore further. In fact, there has been research on developing English interactive multimedia, such as by Hajidi.¹² These studies indicate that development research aims to produce interactive multimedia in English language learning to increase students' interest.

Among those results, several pieces of research are also about developing interactive multimedia with cultural nuances. The finding by Setiawan and Samaya shows the research in designing interactive multimedia for teaching reading comprehension on narrative texts based on south Sumatra's local culture.¹³ In addition, research on developing interactive multimedia for

¹⁰ M. Fahrurrozi, 'Culture-Based Learning: Learning Innovation Models and Implementation of Competency-Based Curriculum', in *Proceedings of Seminar Nasional Dan Call For Papers Pendidikan Karakter Dalam Pembelajaran Bisnis Dan Manajemen* (Malang: Surya Pena Gemilang, 2015).

¹¹ Ismah and Riski.

¹² M. Hajidi, 'Developing Interactive Multimedia Development for English Language Learning in 3rd Grade at Elementary School' (Thesis, Universitas Pendidikan Indonesia, 2018).

¹³ Heru Setiawan and Doni Samaya, 'Developing Interactive Multimedia for Teaching Reading Comprehension on Narrative Texts Based on South Sumatra Local Culture', *Ideas: Journal of Language Teaching and Learning, Linguistics and Literature*, 9.2 (2021).

teaching descriptive texts based on Palembang local culture has been explored by Elviana, Inderawati, and Mirizon.¹⁴

The issue of developing interactive multimedia integrating cultural nuances on procedure text material has not been widely explored in previous studies. Even though the integration of cultural nuances is an essential thing in learning. Previous studies rarely use Microsoft Powerpoint as the software maker to develop multimedia, even though this software is straightforward to use and has helpful and efficient features in making interactive multimedia.

Consequently, the present study sought to fill the void. The researcher is interested in developing English interactive multimedia learning with cultural nuances using Microsoft PowerPoint on procedure text material. The development of interactive multimedia is expected to provide a different teaching and learning experience and can solve students' low learning achievement, especially on procedure text material.

B. Research Questions

Based on the background above, the research questions are:

1. How is the developing process of interactive multimedia with cultural nuances using Microsoft PowerPoint to learn procedure text material?
2. What is the feasibility of developed interactive multimedia application to learn procedure text material?

C. Objective of Research

The current project research aims to as follows:

1. Short term
 - a. Describe the process of developing interactive multimedia with cultural nuances using Microsoft PowerPoint on procedure text material.
 - b. Describe the feasibility of developed interactive multimedia with cultural nuances using Microsoft PowerPoint on procedure text material.

¹⁴ Ria Elviana, Rita Inderawati, and Soni Mirizon, 'Developing Interactive Multimedia for Teaching Descriptive Texts Based On Palembang Local Culture', *Indonesian EFL Journal (IEFLJ)*, 6.1 (2020).

2. Long term

Produce interactive multimedia with cultural nuances using Microsoft PowerPoint to facilitate procedure text learning.

D. Significance of Research

The researcher hopes that this study has some significance:

1. For the students

Students can use interactive multimedia to practice and independently study procedure text material combined with cultural nuances. Through interactive multimedia with cultural nuances, students are expected to be enthusiastic and attracted to learning English.

2. For the teacher

The significance of this project can be an alternative medium for learning English, especially in procedure text material, and as a reference for developing learning media or other educational games.

3. For the other researchers

The project research results can be used as a reference or comparison in conducting similar research. In particular, they can use it as a previous study to find gaps the current researcher has not covered or apply it as a basis to review and confirm the results of recent projects.

E. Scope and Limitation of Research

In order not to expand the discussion, the problem limits are given as follows:

1. The material used in English learning media is procedure text for class IX, semester 1.
2. Media development in this study uses Microsoft PowerPoint software with the help of other supporting applications such as Corel Draw, Ispring Suite 10, Java Script, and Apk Builder Pro.
3. The media developed in this research is interactive multimedia applications with cultural nuances, which can be accessed through smartphone devices with the Android operating system.

4. This interactive multimedia with cultural nuances will conduct limited testing to 30 class IX A students of SMP Negeri 35 Surabaya.
5. The feasibility test determines media quality or feasibility level by considering only two factors: validity and practicality. The researcher does not consider the effectiveness of media because the researcher only wants to test product performance in terms of design and accessibility of feature use.

F. Definition of Key Term

There will be a number of terms that may be found periodically in this project research. Hence, the researchers decided to turn them into keywords that have an operational meaning in this project research, as follows:

1. Interactive

Interactivity in multimedia gives the user involvement in interacting with the application program.¹⁵ In this study, the term named interactive is characteristic of multimedia, which will be developed to inform procedure text material so that students have interactivity with media that not only hears and sees but also gives active responses.

2. Multimedia

Multimedia is the assisted media focused on the combination of text, graphics, drawings, still and moving images (video), animation, audio, and other devices in which the information can be used, stored, informed, and managed digitally.¹⁶ In this study, multimedia integrates multiple forms of media, including text, audio, picture, animation, and video, that researcher wants to develop as interactive media in learning procedure text material.

3. Feasibility Test

Before the media is used and implemented in the classroom, the media needs to be assessed on some indicators of feasibility tests from the media and material aspects. This study uses a feasibility test to determine the

¹⁵ L. Fitria, *Interactive Learning Media According to the Learning Program Plan for Grade 1 SDN Bantul Manunggal*, 2013 <<http://repository.amikom.ac.id/files/PUBLIKASI07.11.1698.pdf>>.

¹⁶ A. Pavithra, M. Aathilingam, and S. Murukanantha Prakash, 'Multimedia and Its Applications', *International Journal for Research & Development in Technology*, 10.5 (2018), 271–76.

quality or feasibility level of media the researcher wants to develop by considering these factors: validity and practicality.

4. Cultural Nuances

Cultural nuances are the differences in the way that people in different cultures think, feel, and behave. This study defines cultural nuances as unique value and belief related to local Indonesian culture linked to the procedure text material. In addition, there is also an integration of media display design using Indonesian cultural graphics and animations.

5. Microsoft PowerPoint

Microsoft PowerPoint is a digital software device that allows users to design qualified-looking presentations in EFL classrooms.¹⁷ In this study, Microsoft PowerPoint is the software maker or tool to design interactive multimedia with cultural nuances on procedure text material.

6. Procedure Text

The procedure text clues how to do something through a series of actions.¹⁸ In this study, procedure text is a learning material that explains how something is completely done through a sequence of steps that become a particular material as a pilot project in this developing interactive multimedia.

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¹⁷ E. Segundo and D Salazar, *The Efficacy of Using PowerPoint Presentations to Improve Grammar and Vocabulary Learning among Students of the Intermediate II Level (Regular Program) of El Cultural Centro Peruano Americano in Trujillo, Peru* (Repositorio institucional PIRHUA-Universided de Piura, 2011).

¹⁸ Antono Wardiman, *English in Focus For Grade II Junior High School* (Jakarta: Pusat Perbukuan Departement Pendidikan Nasional, 2008).

CHAPTER II

THEORETICAL FRAMEWORK

The second chapter will briefly explain the Review of Related Literature and a Review of Previous Studies. Those theories are used to provide further information in case to support the information contained in the study. Review of Related Literature divided into several sections; 1) Interactive Multimedia; 2) Culture-Based Learning; 3) Microsoft Powerpoint; 4) Procedure Text Material; 5) Learning Media Feasibility Theory.

A. Review of Related Literature

As a reference in this study, there are several literatures or theories related to developing English interactive multimedia with cultural nuances using Microsoft PowerPoint to facilitate procedure text learning, namely:

1. Interactive Multimedia

Multimedia media comes from Latin, multi, and medium. Multi means many or various, and medium implies everything used to convey or show something. Multimedia combines two or more media elements: text, graphics, images, photos, audio, video, and animation arranged in an integrated manner. The detail description of multimedia elements will be explained below:¹⁹

a. Text

The choices of font, style, and size are important considerations when selecting the appropriate lettering or text to be used. Text is the essential element in multimedia, and text elements are used in almost all multimedia works. Good text preparation and proper text selection can make it easier for users (users) to absorb/understand the information conveyed. Text elements are often used in menus, information content/explanation, captions, and labels.

b. Picture

¹⁹ G. G. Bitter and J. M. Legacy. Using Technology in the Classroom (7th Ed.), (Boston: Pearson Education, 2009).

Images are multimedia elements that are just as important as text. Image elements can visualize information/messages that are still abstract to represent what will be conveyed to clarify the information examples of images such as photos, graphs, illustrations, diagrams, and others.

c. Audio

Audio is anything that can be heard using the sense of hearing. Sound elements can clarify information in text and images, create a more lively learning atmosphere, relieve boredom in the classroom, and attract users' attention. Examples of sound in multimedia are narrative readings, animal sounds, objects, songs, and sound effects.

d. Animation

Animation can illustrate something happening that video may not be able to ideally portray. Animation is a series of images moving sequences to present a specific process. Animations convey long and complex information and messages, which are carried out step by step so that the user will receive the information.

e. Video

Video is a multimedia element that is very rich and alive. Because compared to just passing text and still images, video content is more realistic and can explain more complex things.

Interactive is defined as the nature of mutual action, inter-relationship, or mutual activity.²⁰ It can be interpreted that interactive is related to communication carried out in two directions or more from several communication components, such as the relationship between humans (acting as users/product users) and computers (in the form of software/applications/products in other formats).

²⁰ Tim Penyusun, 'Kamus Bahasa Indonesia', *Kamus Bahasa Indonesia* (Jakarta: Pusat Bahasa Departemen Pendidikan Nasional, 2008).

Interactive means there is interaction in it. Ananta & Waryanto argue that interactive means mutual influence where there is a reciprocal relationship between the user and the program where the user responds to the program's request/display, and then the program presents the desired information. Interactions carried out by students through the buttons available in the program can provide direct learning experiences.²¹

Regarding to these above terms, Interactive multimedia is a media device with a controller that the user can use to navigate what he wants for the following process.²² One of the most prominent features of interactive multimedia is interaction so that learning can run actively (active learning). It can allow users not only to see and hear but also to do something and respond to questions or evaluations on the computer.²³ Interactive multimedia-based learning media is an assisted tool for delivering teaching material that combines several multimedia elements to create interaction between users and media to achieve goals in a learning process.

According to Munir, interactive multimedia in learning has three characteristics. Namely, there is more than one media element; for instance, a combination of picture and video media elements has an interactive nature meaning that there is an ability to accommodate responses from the user, and independent means that it is easy to get the user without someone's guidance.²⁴

Learning that uses interactive multimedia as a learning medium has advantages, including:²⁵

a. Supporting independent learning

Interactive multimedia is programmed for independent learning, so the control over its use is entire with the user. As the name mention,

²¹ A.R Ananta and N.H. Waryanto, 'Pengembangan Media Pembelajaran Berbasis Multimedia Interaktif Dengan Pendekatan Kontekstual Materi Lingkaran Kelas VIII SMP', *Jurnal Pendidikan Matematika*, 7.4 (2018).

²² Sutarti and Irawan.

²³ Novia Lestari, *Interactive Multimedia Based Learning Media* (Klaten: Penerbit Lakeisha, 2020).

²⁴ Munir.

²⁵ Yudi Munadi, *Learning Media A New Approach* (Jakarta: Reference, 2013).

this multimedia is designed or displayed to be operated by the user independently (self-study).

b. Increasing learning motivation

The use of interactive multimedia makes students retain more motivation than other media. This learning media provide a more attractive condition because the needs of individual students are accommodated so that it can increase learning motivation.

c. Creating interactive and communicative learning system

This media is interactive because it allows direct interaction between students and learning resources. Additionally, it is more communicative because media elements display complete information and material so that it is easier for users to understand. Interactive multimedia may also provide prompt feedback (response) to the learning result carried out by students.

d. Accessibility

Interactive multimedia can be used anywhere and anytime. In addition, it is easy to make changes, information can be changed, added, developed, or used as needed.

In addition to the above advantages, interactive multimedia also has weaknesses, including:

a. Developer Qualifications

Its designing process needs a competent and experienced developer. They need to understand the media elements and how to create interactive programs.

b. Time Consuming

Developing interactive multimedia will take a long time process. There will be sequence processes that need to follow, such as designing media elements and selecting learning material. The high level of program complexity can be a hindrance for users.

2. Culture-Based Learning

Culture-Based learning is a method for designing a learning condition and offering a learning sense which combines culture as an aspect of the learning process.²⁶ Culture-based learning is the concept of learning which recognize culture as an essential part of learning as an interpretation and communication of ideas and knowledge improvement. In culture-based learning, the media for students to applicate their observations to attractive forms and concepts about nature is culture.

Hence, students not only imitate or agree with the knowledge displayed but are also expected to mean making, understand, and learn from the explanation they get. The culture-based learning process is not just transferring or conveying culture or cultural embodiments but using culture to make students able to create meaning and penetrate the limits of imagination and creativity to achieve a deep understanding of the subjects they are studying.

Hence, students not only imitate or agree with the knowledge displayed but also construct, understand, and learn from the explanations given. The culture-based learning process is not simply about communicating or imparting culture or cultural incarnations. It is about using culture to help students create meaning, push the boundaries of their imagination and creativity, and influence their study subjects. It also allows you to understand better where you are going.

Culture-based learning can be divided into three types: learning about culture, learning with culture, and learning through culture.²⁷

a. Learn about culture

Learning treats culture as an object of learning. Cultural learning means learning about culture, for culture, in a particular subject, not

²⁶ Suprayekti Suprayekti, *Renewal of Learning in SD* (Jakarta: Universitas Terbuka, 2009).

²⁷ M. Goldberg, *Art and Learning: An Integrated Approach to Teaching and Learning in Multicultural and Multilingual Settings*, Second (New York: Addison Wesley Longman, 2000).

integrated or combined with other subjects or topics, and unrelated to each other.

b. Learn with culture

This learning process exists when culture is introduced to students as an approach or way of learning a precise subject. Learning with culture involves the application of several forms of cultural embodiment. When learning with culture, culture and its model in educational media become the context of application principles or procedures in a subject.

c. Learn through culture

Learning through culture is a strategy that offers students opportunities to show the outcome of mastering or meaning created in a subject through an array of cultural implementations. Learning through culture represents several representations of learning tests or mastering judgment in diverse forms.

In this current study, learn through culture is used as the type of culture-based learning because developing interactive multimedia integrating cultural nuances contains cultural implementation on the procedure text material. In addition, there is also an integration of media display design using Indonesian cultural graphics and animations. Therefore, students can easily understand the material in a subject through various cultural implementations.

3. Microsoft PowerPoint

Powerpoint is a software created and developed by Microsoft and is a multimedia-based program. In information and communication technology-based textbooks, Powerpoint is defined as software intended to present multimedia programs in an attractive, easy-to-create, easy-to-use, and relatively inexpensive way because it does not need complex specifications on a computer or device, including storing data.²⁸ For example, PowerPoint

²⁸ Rusman Rusman, *Information and Communication Technology-Based Learning* (Jakarta: Raja Grafindo Persada, 2011).

is used to make presentations and create educational guide applications in the learning process.

This software has a navigation layout that is quite simple. Icons/shortcuts as navigation are displayed in groups according to their related functions, so the facilities/software features can be easily found. Although the software is straightforward, it can provide significant benefits as a presentation medium and interactive learning media maker software. This software can display text, images, sounds, and videos imported from other software, so it can accommodate all learning activities, such as listening, reading, writing, and even interacting.

Microsoft PowerPoint has features that can support the creation of learning media, namely animation features, action features, and hyperlink features. This software can display text, images, sound, and video so that teachers can be creative in making learning media that are interesting and practical.²⁹ In addition, Microsoft PowerPoint is standard software already on laptops/computers as part of Microsoft Office, so teachers can easily access it. Microsoft PowerPoint as a learning medium has been widely applied in the learning process. One of them is applied in Wijayanti's research, where it is stated that Microsoft PowerPoint as a learning medium can assist teachers in conveying learning messages to students properly and effectively.³⁰

According to Muhroghibi, quoted by Mulyawan in learning media, the Microsoft PowerPoint program has several advantages and disadvantages, among others:³¹

a) Advantages of Microsoft PowerPoint Media Program

²⁹ L. Purwanti, W. Rizki, and A.M. Surya, 'Analisis Penggunaan Media Power Point Dalam Pembelajaran Jarak Jauh Pada Materi Animalia Kelas VIII', *Journal of Biology Education*, 3.2 (2020), 157–66.

³⁰ W. Wijayanti and C.R. Stefanus, 'Pengembangan Media Power Point IPA Untuk Siswa Kelas IV SD Negeri Samirano', *Jurnal Penelitian Dan Pengembangan Pendidikan*, 3.2 (2019), 77–83.

³¹ Dani Mulyawan, 'Jurnal Pengaruh Penggunaan Microsoft Powerpoint' <<http://danimulyawan.38.blogspot.com/2013/01/jurnal-pengaruhpenggunaanmicrosoft.html>> [accessed 2 September 2022].

- 1) The presentation is interesting because there are games of colors, letters, and animations, both animated pictures and photos.
 - 2) It stimulates children to find out more information about the teaching materials presented.
 - 3) Visual information messages are easy for students to understand.
 - 4) Educators do not need to explain much of the teaching materials being presented.
 - 5) It can be reproduced according to needs and can be used repeatedly.
 - 6) It can be stored in optical or magnetic data (CD, floppy disk, flash disk) so that it is practical to carry.
- b) Lack of Microsoft PowerPoint Program Media
- 1) It takes time and effort to prepare the material.
 - 2) Too bothered by computer devices.
 - 3) If the screen is too small, students who sit far from the monitor will likely have difficulty seeing the presentation of teaching materials on the device.
 - 4) The students must have sufficient ability to operate this program so that the course of the presentation does not have many obstacles.

Based on the advantages above, the Microsoft PowerPoint media program can be used as a software maker to develop interactive multimedia.

4. Procedure Text Material

According to American Heritage Dictionary, procedure text is a package of instructions that performs a specific functional operation. Procedure text aims to show a sequence of actions or steps of operating or using something.³² According to Wardman, procedure text is the text that gives some clues or how to do something through a series of actions.³³ It can also be known that procedure text offers steps or instructions to demonstrate the process of accomplishing something. It describes how something is completely done through a sequence of series. Based on the

³² American Heritage Dictionary.

³³ Wardman.

previous interpretation, procedure text is the text which can demonstrate, instruct, or interprets the reader or listener how to accomplish something, is written in a sequence of steps, and completes something through a series of steps.

In the Indonesian context, the topic of Procedure Text in learning English is the material for grade 9 SMP/MTs. The 2013 curriculum places procedure text as one of the materials that must be mastered by students in class IX, which is listed in basic competence 3.4 and 4.4.³⁴

According to Anderson, procedure text usually includes the following language feature: Sentence begun with action verb imperative sentence, sequence words or temporal conjunctions, Adverb of manner to describe how the actions should be performed (ex: quickly, firmly), Precise terms and technical language. (ex: ml, grams, etc).³⁵

Generally, a procedure text is arranged of three main parts; aim or goal of the procedure, list of materials which needed to complete the procedure, and sequence of steps in correct order that need to be taken to accomplish the task.

- a. An introductory statement giving the aim or goal

This part can be the little or the procedure text, it is also may include an introductory paragraph.

- b. List of materials needed for completing the procedure

This part usually takes from in kind of list, though sometimes it also can be in form of paragraph, in certain procedure text this part sometime is omitted or left out.

- c. A sequence of steps in the correct order

This is the last part of procedure text which show a sequence of steps that need to be taken by readers to complete the task. The sequence usually is shown by numbers 1,2,3, etc or by using words. such as first,

³⁴ Depdiknas.

³⁵ Mark Anderson and Kathy Anderson, Text Type in English 3, (South Yarra: Memillan Education Ltd, 1998), p. 28.

second, third, etc. Words such as now, next, and after this sometimes are used as well. Commonly, the steps usually begin with a command such as add, stir, or push.

5. Learning Media Feasibility Theory

Learning media has a function to enhance the quality system of education. Therefore, a learning media that must be developed must be tested before being used. In Nuryadi's research, Kristin and Jacqueline stated that developing a teaching medium can be feasible if it meets three aspects: validity, practicality, and effectiveness.³⁶

a. Validity

Expert validators must validate the media before the researcher conducts a limited trial on students. The results of the development of a teaching media are declared valid if the assessment results from the expert validators are valid and based on a robust theoretical basis. The validation of learning tools or media by experts (validators) ideally includes four specific items, namely: a) content accuracy, b) learning materials, c) conformity with learning objectives, and d) physical design.³⁷

Learning Object Review Instrument (LORI) is a parameter tool to evaluate multimedia learning media. The LORI assessment criteria used to assess media validity are content quality, learning goal alignment, feedback and adaptation, motivation, presentation design, interaction usability, accessibility, and standard compliance.³⁸

b. Practicality

The developed media is declared practical if it meets two criteria: (1) practical in theory and (2) practical in practice. The practical theory

³⁶ Nuryadi and Zulfa Hanan Bahtiar, 'Development of Interactive Mathematics Learning Media Using Adobe Flash CS 5 Trigonometry Subjects to Improve Learning Motivation of Class X High School Students', *Journal of Mathematics Education*, 3.1 (2017).

³⁷ Dalyana Dalyana, 'Development of Realistic Mathematics Learning Tools on Comparative Subjects in Grade 2 Junior High School' (Thesis, Universitas Negeri Surabaya, 2004).

³⁸ Leacock Tracey and John C. Nesbit, *A Framework for Evaluating the Quality of Multimedia Learning Resources* (Educational Technology & Society, 2007).

is based on the expert validator's assessment, which states that the media can be used without revision, with few revisions or many revisions. While the practical is based on students' positive response to the use of the media.³⁹

Knowing student responses in teaching and learning activities is crucial for an educator. Amir divides the response into cognitive, affective, and conative. Cognitive is a response closely related to one's knowledge of skills and information about something. This response arises when there is a change in what is understood or perceived by the audience. The affective response relates to emotions, attitudes, and judging someone towards something. This response arises when there is a change in what the audience likes about something. Conative is a response to actual behavior, including actions or habits.

c. Effectiveness

The aspect of effectiveness is seen based on the comparison between the level of achievement of the objectives and the formulation of the objectives that have been prepared. A learning media is categorized as effective if there is consistency between the goals of the media and the purposes of the curriculum or learning.⁴⁰

So effectiveness can be expressed as the level of success in achieving its goals and objectives. The effectiveness of learning media can be seen based on the device's success in supporting learning objectives. One of the learning objectives used as a benchmark for the efficacy of learning media is the completeness of student learning results. Learning results can be seen classically by considering all students' average achievement of learning objectives.⁴¹

³⁹ Azhar Arsyad, *Media Pembelajaran* (Jakarta: Rajawali Pers, 2011).

⁴⁰ Nienke Nieveen, *Design Approaches and Tools in Education and Training* (Dordrecht: ICO Cluwer Academic Publisher, 1999).

⁴¹ Nieveen.

B. Previous Studies

As a reference in this study, there are several previous studies related to English interactive multimedia, namely:

Adeniyi, Olowoyeye, and Onuoha conducted the first previous study.⁴² This study aimed to explore the effects of using interactive multimedia on the English language pronunciation performance of pupils in Nigerian primary schools. This previous study found that implementing interactive multimedia innovation in learning English material can create the possible result in achieving effective teaching in the class that can not be found in a conventional class. This study is similar to the present one, which discusses interactive multimedia in ELT, but the current study will not investigate the effects of interactive multimedia on the pronunciation performance of the English language. The present study investigates developing interactive multimedia on Procedure Text material.

The second previous study was conducted by Hajidi.⁴³ This project research aimed to demonstrate the developing process of interactive multimedia development for English language learning in 3rd grade at Elementary School. The result of this study shows that interactive multimedia is feasible to use as a learning medium. This study is similar to this present study which tries to develop interactive multimedia for English language learning, but this current study will not develop English interactive multimedia for 3rd grade at Elementary School. However, this present study tries to develop English interactive multimedia for 9th grade at junior high school on procedure text material. Moreover, this current study wants to develop interactive multimedia integrating with cultural nuances.

The following study conducted by Ria Elviana, Rita Inderawati, and Soni Mirizon entitled "Developing Interactive Multimedia for Teaching Descriptive Texts Based On Palembang Local Culture" focused on finding out the validity,

⁴² F.Oyeyemi Adeniyi, C. Abioye Olowoyeye, and Udochukwu Daniel Onuoha, 'The Effects of Interactive Multimedia on English Language Pronunciation Performance of Pupils in the Nigerian Primary Schools.', *Research on Humanities and Social Sciences*, 6.9 (2016).

⁴³ Hajidi.

practicality, and potential effect of the developed interactive multimedia for teaching descriptive texts based on Palembang local culture.⁴⁴ However, this project research aimed to demonstrate the developing process of English interactive multimedia on descriptive text, while the current research focused on developing English interactive multimedia on procedure text. Moreover, the R&D model of this previous study was adapted from the ADDIE model and used Embarcadero Delphi Xe 2 as the software maker. On the other hand, the R&D model of this previous study is adapted from the Plomps model and uses Microsoft Powerpoint as the software maker.

The study entitled "Developing Interactive Multimedia for Teaching Reading Comprehension on Narrative Texts Based on South Sumatera Local Culture" by Heru Setiawan and Doni Samaya explored the validity, practicality, and effect of interactive multimedia for teaching reading comprehension on narrative texts based on South Sumatera local culture.⁴⁵ This project research revealed that interactive multimedia, which was developed, was feasible as teaching media by integrating South Sumatra Local Culture. This previous study is somewhat similar to this recent one, which integrates culture into interactive English multimedia. However, though the current study will not develop English interactive multimedia for teaching reading comprehension, it is intended to develop English interactive multimedia on procedure text material using Microsoft Powerpoint.

Reflecting on the previous researches above, it can be known that those studies have a similar discussion with this study, which talks about interactive English multimedia. However, the issue of developing interactive multimedia integrating cultural nuances into procedure text material has not been widely explored in previous studies. Moreover, previous studies rarely use Microsoft Powerpoint as the software maker to develop multimedia. Hence, the researchers take this as a significant gap that can confirm and guarantee the novelty of this study.

⁴⁴ Elviana, Inderawati, and Mirizon.

⁴⁵ Setiawan and Samaya.

CHAPTER III RESEARCH METHOD

The third chapter covers the research methodology and analysis, which includes: A) Research Design, B) Research and Development Procedure, and C) Project Arrangement.

A. Research Design

The type of study used in the development of interactive multimedia as an assisted media for procedure text material was Research and Development (R&D). This project research method focuses on learning models, designs, and products such as teaching materials and learning media. The product that has been produced is tested to determine its feasibility.⁴⁶

The product produced in this research was in the form of learning media. The developing model used in this project research was the development model, according to Plomp, which includes 3 phases, namely (1) Preliminary research; (2) Prototyping phase; and (3) Assessment phase.⁴⁷ This research design was chosen because the procedures were clear, systematic and in accordance with the development process carried out by the researcher. In addition, media development can be done in a shorter time because it only consists of three development phases. Therefore, the Plomp development model was used as a guide in developing interactive multimedia.

B. Research and Development Procedure

The following sections were the phases of developing interactive multimedia with cultural nuances using Microsoft Powerpoint, which were:

a. Preliminary research

Preliminary research was used to collect information before the interactive multimedia development process was done. The information

⁴⁶ Sudaryono and et.al, *Development of Educational Research Instruments* (Yogyakarta: Graha Ilmu, 2013).

⁴⁷ Tjeerd Plomp, *Educational Design Research: An Introduction* (Netherlands: Netherlands Institute for Curriculum Development, 2007).

collection was carried out as an analysis of student needs, literature studies, and school learning facilities used as research sites.

Analyzing student needs was conducted to determine the media needs needed by students. Analyzing student needs will be used as a reference for designing interactive multimedia. A literature study was used to collect information related to procedure text material in class IX SMP, which was then used in this interactive multimedia development project. Meanwhile, the study of media-related literature from previous research aimed to develop ideas for creating interactive multimedia designs. Analysis of learning facilities was carried out to determine whether the school system, facilities and infrastructure support the implementation of interactive multimedia, which will be developed in this study.

b. Prototyping phase

The process carried out in the Prototyping phase was divided into design and product manufacture. The design process carried out in this research was divided into two activities, namely, making flowcharts and making sketches or storyboards.

1) Making flowchart

A flowchart is a chart consisting of various symbols that show the steps or flow of a program that is used to describe the work steps of the system to be made so that the process of developing interactive multimedia becomes more accessible and more focused.

2) Storyboard

Image sketches were arranged sequentially according to the storyline. With storyboards, researchers can easily convey story ideas and describe interactive multimedia designs.

After the design process, it proceeded to the product manufacturing process. This process was the realization of what has been designed in the design process to become a product (interactive multimedia).

c. Assessment phase

Content and media experts assessed interactive multimedia that had been completed before being tested on subjects or users. Interactive multimedia testing was carried out based on predetermined criteria. The assessment results from the validator were used as material for media revision. After being assessed by the validator and meeting the valid criteria, interactive multimedia was tested (implemented) on a predetermined subject or user, namely class IX students of SMP Negeri 35 Surabaya.

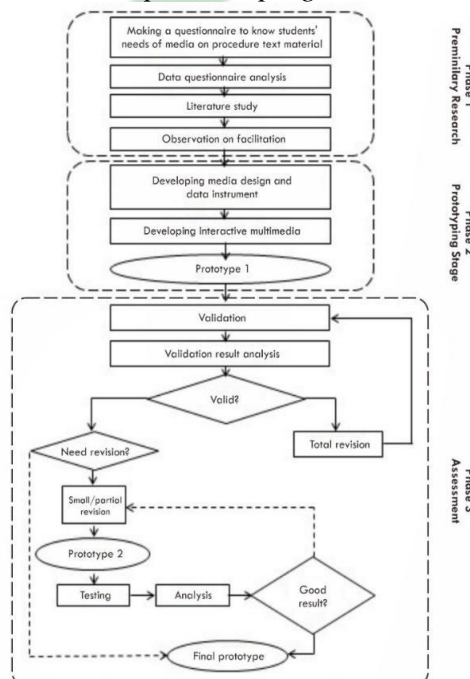
C. Project Arrangement

In this study, product testing was conducted to determine two media eligibility criteria: validity and practicality. This product testing consists of several parts, namely: 1) testing design; 2) participants; 3) data and source of data; 4) data collection techniques; 5) data collection instruments; 6) Data analysis techniques. The following is an explanation of each part:

1. Testing Design

Before the testing was carried out, the researcher created a testing scheme in the form of a flowchart first as a guide in carrying out the testing, as shown in figure 3.1:

Figure 3. 1 Plomp Developing Phase Model



2. Participants

a. Expert of Media

Media experts tested and validated learning media as validators to meet the valid criteria. The media expert in this research project was a lecturer in the English Language Education Department at Sunan Ampel State Islamic University. He had been involved as a lecturer and had various works and research in the field of educational technology. Hence, he was chosen as the expert of media in this current research. The validation process was carried out by testing and assessing the learning media in the validation sheet. In addition, media experts made an assessment stating that the media could be used, either without revision, with a few revisions, or many revisions to the practicality of the media from the theoretical aspect.

b. Expert of Material

A Content expert also tested and validated a learning media to meet the valid criteria. The content expert in this research project was a lecturer in the English Language Education Department at Sunan Ampel State Islamic University. She had been an intercultural communication lecturer and had many experiences about cultural awareness. Based on this consideration, she was chosen as the expert of content material in this current research. The validation process was carried out by testing the learning media and assessing the learning media material in the validation sheet. In addition, media experts conducted an assessment that stated that the media could be used, either without revision, with a few revisions, or with many revisions of the practicality of the media from the theoretical aspect.

c. English Teacher

One English teacher (practitioner) at class IX of SMPN 35 Surabaya also acted as a validator by testing the media and providing an assessment in the validation sheet to obtain data on the validity and practicality of the media from the theoretical aspect. She was chosen as

the validator because she has become an experienced English teacher for several years.

d. Students

The result of the limited testing got practical practicality. Practical practicality was obtained from student responses after using interactive multimedia. 30 students at class IX of SMPN 35 Surabaya responded through a questionnaire that includes how easy it is for students to understand the learning material using interactive multimedia developed by researchers. The result of the limited testing got practical practicality. Practical practicality was obtained from student responses after using interactive multimedia. 30 students at class IX of SMPN 35 Surabaya responded through a questionnaire that includes how easy it is for students to understand the learning material using interactive multimedia developed by researchers.

3. Data and Source of Data

The data obtained from this development research was quantitative and qualitative. The first data of this project research was the process of developing interactive media. Data on the process of developing interactive media was collected from the researcher. The second data of this project research was the validity of interactive multimedia. Data on the validity of interactive multimedia was collected from the media expert, expert of content, and English teacher. The third data of this project research was the practicality of interactive multimedia. Data on the practicality of interactive multimedia was collected from the media expert, content expert, English teacher, and 30 students in grade IX SMP Negeri 35 Surabaya.

4. Data Collection Techniques

The data collection technique was carried out to collect the data needed to describe the interactive multimedia development process and the required data to describe the validity, practicality, and effectiveness of the interactive multimedia developed.

a. Field Note

Field note was conducted by the researcher to collect data related to the interactive multimedia development process. Field note was a written record relating to what the researcher hears, sees, and thinks in order to collect data. This technique was used by researchers as a reference in developing interactive multimedia so that there was an overview of the stages carried out by researchers in the development process.

b. Validation

In this study, the validation process was carried out with competent validators who understood learning media and could provide suggestions/inputs to improve the interactive multimedia that had been made. Three validators carried out the validation process: content experts, media experts, and English teachers (practitioners). The suggestions from the validator were used as material for revising interactive multimedia (prototype 1). Product validation was done by direct consultation with experts by showing, explaining, and demonstrating the product. After that, the validator assessed the product by answering the validation sheet. This technique collected the data needed to describe interactive multimedia's validity and theoretical practicality.

c. Survey

The survey began by introducing interactive multimedia to students and explaining how the application was used. Then the researcher distributed interactive multimedia, which will be tested. Distributing interactive multimedia was done manually through the WhatsApp Group and then installed via each Android phone. After that, the researcher invited students to use interactive multimedia independently. After testing the application, the researcher distributed assessment questionnaires to find out how students responded to the application being developed. In this study, a survey was conducted on

students after using interactive multimedia to obtain experimental data on the practical use of interactive multimedia.

5. Instruments

a. Field Note Sheet

The field note sheet was addressed to researchers to obtain the data needed to describe the interactive multimedia development process. The form of field notes is in the form of a diary written by the researcher freely. This note included what was seen, heard, and thought by the researcher when the learning media developing process reached the learning media implementation stage.

b. Validation Sheet

The validation sheet was addressed to experts (validators) to obtain the data needed to describe the validity and theoretical practicality of the media that had been developed. The criteria used to assess the validity of the media were assessment criteria developed by Walker and Hess who states that the quality criteria for learning media software are content quality and learning objectives, instructional quality, and technical quality. These validity aspects were modified as necessary and adapted to the media to be developed. Instrument validation sheet for each validator can seen in table 3.1:

Table 3. 1 Criteria and Indicators of Validity

Aspect	Criteria	Indicator
Device Engineering	Program Management Quality	Ease in media development (application)
		Ease in the process of opening the media (application)
		Ease of operating the application
Technical Quality	Legibility	The text of the instructions is legible
		Use of appropriate spelling

		The content is easy to read and understand
		Questions are easy to read and understand
	Easy to use	The menu in media is easy to use
		The control buttons for operating the media are easy to use
	Display quality	The correct selection of fonts and font sizes
		Accurate selection of background color with text color
		Interesting display media
		The illustrations and pictures used in the media are appropriate
		Interestingly animation in learning media
	Content Quality and Learning Objectives	Learning Design
		The accuracy of learning objectives
		The relevance of the material to the curriculum
		The suitability of the material with the learning objectives
	Completeness	Interactivity level
		Provide study assistance
		Clarity of study instructions
	Interest	Provide motivation to learn
		Increase learning independence

Instructional Quality	Suitability	Appropriateness of the material with the level of knowledge of students
		Suitability of the material with the scope of learning
		Material depth
		Systematic and coherent material
		Material convenience
	Evaluation	Suitability of the content of the quiz with learning objectives
		Suitability of the content of the quiz with the material
		Clarity of the contents of the quiz questions
		The accuracy of giving feedback on the contents of the quiz

c. Questionnaire Sheet

Response questionnaires were given to students after conducting testing using interactive multimedia to get data on the practical use of interactive multimedia. The indicators in the response questionnaire were related to how students respond when learning to use learning media that researchers have developed. The scale used in the response questionnaire was the Likert scale: strongly agreed, agree, neutral, disagree, and strongly disagree.

The criteria used to assess the students respond was criteria by Amir who divides the response into cognitive, affective, and conative. These criteria aspects were modified as necessary and adapted to the media to be developed which can seen in table 3.2:

Table 3. 2 Students Respond Criteria

Aspect	Criteria	Indicator
Cognitive	Understanding of Material	Ease of understanding the material
		The use of language is easy to understand
	Display Conformity	The use of images, animations, fonts, sizes and colors helps you understand the material
	Clarity of Learning Instructions and Information	The application is easy to use/operate in learning
Affective	Motivation	Increased motivation to learn
	Attractiveness	Learning is more interesting
	Curiosity	Encouraged to learn more
Conative	Student activity	More active and respond in learning
	The tendency of students	Utilizing interactive multimedia in learning with different materials

6. Data Analysis Techniques

After the required data from all sources has been collected, data analysis can be carried out. Data analysis was used to answer the formulation of the problems found in the research. Data analysis techniques used in this study were:

a. Data Analysis of the Results of the Development Process

Data obtained from field notes were analyzed and described according to field conditions, making it easier for researchers to develop products. All data were analyzed according to the theoretical basis used, namely the R&D development method according to Plomp, which included 3 phases, namely (1) Preliminary research; (2) Prototyping phase; and (3) Assessment phase.

b. Interactive Multimedia Validity Analysis

Validity data was obtained from product validation sheets filled in by media experts, content experts, and English learning practitioners (teachers). To assess interactive multimedia validity, the validation data was analyzed based on the assessment qualifications in table 3.1. The activities carried out in the media validity analysis were as follows:

1. Recapitulated the media validation sheet data obtained from the validators.
2. Calculated the percentage of the final validation value using the formula:

$$\%NA = \frac{\sum NV}{NV Maks} \times 100\%$$

Note:

$\%NA$ = percentage of final value

$\sum NV$ = total validation value

$NV Maksimum = n \times \text{best choice value}$

3. Calculated the average total validation value using the formula:

$$\%AV = \frac{\sum \%NA}{\text{Number of Validators}}$$

Note:

AV = total average of validation value percentage

$\sum \%NA$ = the total percentage of the final value

4. Categorized the results of the average percentage of the total validation value by using the categories shown in the following table 3.2:⁴⁸

Table 3. 3 Test Validation Criteria

Value	Validation Criteria
$85\% < AV \leq 100\%$	Very Valid
$70\% < AV \leq 85\%$	Valid
$55\% < AV \leq 70\%$	Less Valid
$AV \leq 55\%$	Invalid

Learning media was said to be valid if the average total validator assessment results for learning devices were in the "valid" or "very valid" category. If a value was less valid or invalid, it was used as input for revising the learning media.

c. Practicality Analysis of Interactive Multimedia

1. Aspects of Theory

In theory aspect, the practicality of the media can be seen from the results of qualitative assessments or statements given by the validators. This qualitative statement can be obtained by using the following formula:

$$PV = \frac{\text{Total Value obtained}}{\text{Total The Highest Score}} \times 100$$

$$APT = \frac{\sum Vp}{\text{Number of Validators}} \times 100$$

Note:

PV = practical value;

APT = average of practical value;

$\sum Vp$ = total practical value.

After obtaining the average total practicality value, the results can be categorized in the general statement of the validator as follows in table 3.3:

⁴⁸ Agung Purnomo, 'Pengembangan Game Edukasi Kimia Tipe Role Playing Game Menggunakan RPG Maker VX Ace Sebagai Media Pembelajaran Kimia Materi Pokok Konsep Mol Kelas X SMA/MA Pada Semester Genap' (Thesis, UIN Sunan Kalijaga, 2015).

Table 3. 4 Media Practicality Category

Qualitative Category	Value	Description
A	$85 < \text{APT} \leq 100$	It can be used without revision
B	$70 < \text{APT} \leq 85$	It can be used with a few revisions
C	$55 < \text{APT} \leq 70$	It can be used with multiple revisions
D	$\text{APT} \leq 55$	It cannot be used

The media was said to be practical in theory when the validators stated that learning media could be used with a little revision.⁴⁹ Therefore, media can be practical if it can be used without revision (qualitative category A) or with a few revisions (qualitative category B).

2. Practical/ Empirical Aspects

Practical practicality was obtained from the results of student response questionnaires to the use of interactive multimedia. The data was obtained from a student response questionnaire which was then analyzed by calculating the percentage of item scores for each answer to each statement in the questionnaire. The data obtained from the response questionnaire was processed using the following formula:

$$\%SR = \frac{\sum SR}{N_{max}} \times 100\%$$

Note:

%RS = percentage of student responses;

$\sum SR$ = total students' response value;

N_{max} = maximum value.

The results obtained from the calculation of the formula above were then concluded and determined the eligibility criteria based on

⁴⁹ Sumaryono Sumaryono, 'Pengembangan Perangkat Pembelajaran Matematika Realistik Untuk Melatihkan Kemampuan Berpikir Kritis' (Thesis, IAIN Sunan Ampel, 2010).

the interpretation guidelines mentioned by Khabibah in Yamasari in the following table 3.4:⁵⁰

Table 3. 5 Product Practicality Criteria

Value	Validation Criteria
$85\% < \%SR \leq 100\%$	Very Positive
$70\% < \%SR \leq 85\%$	Positive
$50\% < \%SR \leq 70\%$	Less Positive
$\%SR \leq 50\%$	Negative



UIN SUNAN AMPEL
S U R A B A Y A

⁵⁰ Y. Yamasari, *Pengembangan Media Pembelajaran Matematika Berbasis ICT Yang Berkualitas* (Surabaya: Jurusan Matematika, FMIPA Unesa, 2010).

CHAPTER IV

RESEARCH FINDINGS & DISCUSSION

This chapter consists of two sections: the research finding and the discussion. The result of the data is presented in the finding part, while the finding result according to the existing theories is explained in the discussion part. The data are organized chronologically based on the research questions. A detailed explanation of the findings and discussion are presented in the following section:

A. Findings

To develop interactive multimedia with cultural nuances using Microsoft PowerPoint to facilitate procedure text learning, the researcher uses field notes to obtain data about developing interactive media that will be collected from the researcher. The validity and practicality aspects will be considered to obtain data about the feasibility of teaching media. Data validity was obtained from product validation sheets filled in by media experts, content experts, and English learning practitioners (teachers). In contrast, data on the practicality of interactive multimedia will be collected from media experts, Content experts, English teachers, and grade IX students at SMP Negeri 35 Surabaya. The data from field notes, validation sheets, and questionnaires were analyzed and presented to answer the first and second research questions related to the development process and the feasibility of the developed media. A detailed explanation of the findings is presented in the following section:

1. The process of developing interactive multimedia with cultural nuances using Microsoft Powerpoint to facilitate procedure text learning

The media developed in this study is interactive multimedia with cultural nuances to facilitate procedure text learning. This media was developed using Microsoft Powerpoint software. The process of developing this media adopts the development model according to Plomp: preliminary research, prototyping, and assessment.

Details of the time and activities carried out in the interactive multimedia development process can be seen in table 4.1 as follows:

Table 4. 1 Interactive Multimedia Development Data (field note)

No.	Development Phase	Time	Activity	Description
1.	Preliminary research	26 th October – 5 th November 2022	Needs Analysis	Analyze student needs on the use of learning media
			School Observation	Observing the educational system, facilities and infrastructure at SMP Negeri 35 Surabaya
			Literature Review	Collecting information about procedure text and references related to making learning media
2.	Prototyping phase	20 th November 2022 - 20 th December	Design and Prototyping	<ol style="list-style-type: none"> 1. Formulate learning materials that will be used in the project 2. Create media designs (flowchart and storyboard) 3. Create interactive multimedia 4. Produce Prototype 1, which is an interactive multimedia

3.	Assessment phase	5 th January - 27 th January 2023	Product Validation	Validating and assessing practicality from the theoretical aspect by media experts, Content experts, and English teachers
		28 th January - 31 th January 2023	Revision	Revise the results of product validation to produce prototype 2
		1 st February 2023	Limited Testing	Conduct product testing (implementation) on predetermined subjects or users

Based on table 4.1, the phases carried out by researchers in the process of developing English learning media using interactive multimedia are further explained as follows:

a. Preliminary Research

1) Description and Analysis of Student Needs Data

Data on student needs was obtained from document an interview and an open questionnaire by researchers using the Google Form application. The questionnaire was distributed on 26th October 2022 via the WhatsApp application. The number of respondents who filled out the questionnaire was 36 students.

Based on interview result, students have difficulties in learning procedure text with a fairly high category. Students and teacher also admitted that procedure text had become boring material so that it needs some innovation in teaching and learning procedure text.

From the results of the data analysis on questionnaire, information was obtained that 100% of students often used Android smartphones, but only 17% of students used them for studying. In addition, most students think that learning English is fun. In learning English, students often use learning media to make it easier to understand learning. As many as 81% of students use visual media (books, internet articles, pictures, etc.), while the rest only use audio-visual media (videos, animation, TV, etc.).

Based on the questionnaire, most students also stated that they had used Android-based English learning media. When the researcher provided an alternative in the form of learning English packed with cultural nuances and based on an application on an Android cellphone, the idea received a positive response from students through the results of a questionnaire which stated that 75% of students thought the learning media would be more fun.

From this information, the solution obtained by the researcher is the need for learning media for procedure text material which can make it easier for students to understand learning through the integration of cultural nuances and can be used by students to study independently using smartphones they have. So, interactive multimedia with cultural nuances to facilitate procedure text learning can be an exciting learning medium for students.

2) Description and Data Analysis of School Observation

In this stage, the researcher observed the educational system, facilities and infrastructure at SMP Negeri 35 Surabaya. The results of briefing with the deputy principal in the field of curriculum for SMP Negeri 35 Surabaya obtained information that all students are allowed to carry and operate smartphones while in the school environment to benefit learning. Based on this information, SMP Negeri 35 Surabaya has facilities that support testing the developed interactive multimedia.

In addition, the curriculum used at SMP Negeri 35 Surabaya is the 2013 curriculum. The 2013 curriculum places procedure text as one of the materials that must be mastered by students in class IX, which is listed in basic competence 3.4 and 4.4. Based on this, the material presented in interactive multimedia refers to the curriculum that applies at SMP Negeri 35 Surabaya.

3) Literature Study

Researchers conducted literature studies to find references on procedure text material, culture-based learning references, and references related to making interactive multimedia using Microsoft Powerpoint. Several sources were used as a reference for procedure text material, including English Books for Class IX Students of SMP/MTs curriculum 2013, Class IX Textbooks for SMP/MTs published by Yrama Widya, and Distance Learning Modules During the Covid-19 Pandemic for Middle School Level. In addition, references related to culture-based learning through e-books and journal articles.

While references related to the creation of interactive multimedia using Microsoft Powerpoint were obtained from several books, e-books, as well as explanatory tutorials from both the website and YouTube.

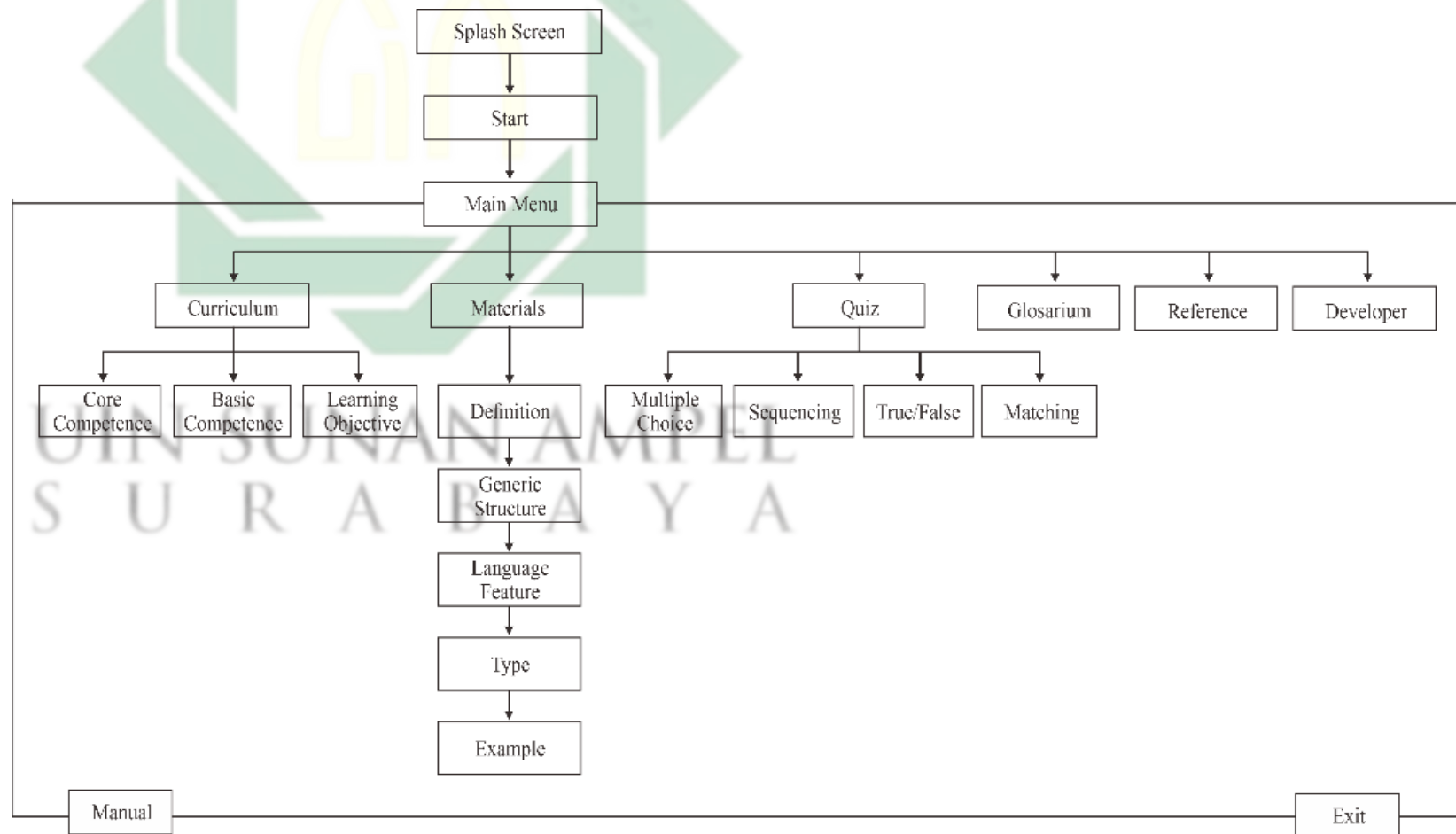
b. Prototyping phase

Researchers divide this phase into the design process and the process of making learning media. The design process consists of making flowcharts and storyboards. In contrast, the process of making learning media is making interactive multimedia using Microsoft Powerpoint.

1) Design Process

Flowcharts are used to make it easier for researchers when the process of making interactive multimedia is carried out. The flowchart of interactive multimedia is as follows in figure 4.1:


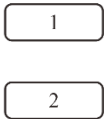
Figure 4. 1 Flowchart Design

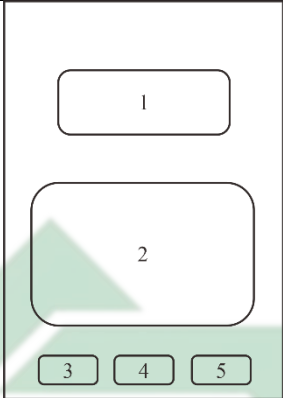
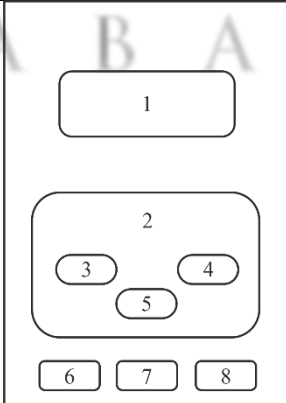


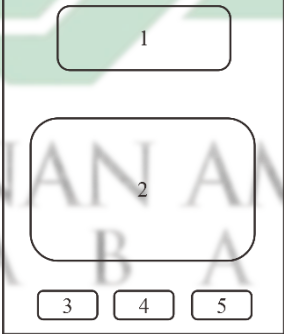
Based on flowchart design above, Interactive multimedia will be started by splash screen and opening page. After that, there will be three page which are main menu, manual, and exit page. In main menu page, there will be several page branches, such as curriculum, materials, quiz, glosarium, reference and developer. In curriculum page, there will be three menu which are core competence, basic competence, and learning objective. Materials page will consist of definition, generic structure, language feature, type and example of procedure text.

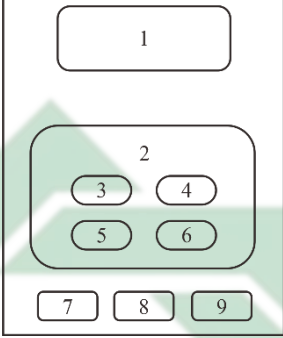
After the flowchart is complete, the next step is to make a storyboard to make it easier for researchers to convey ideas or designs from the media to be developed. The storyboard of interactive multimedia is as follows in table 4.2:

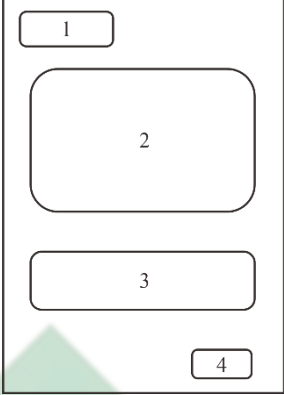
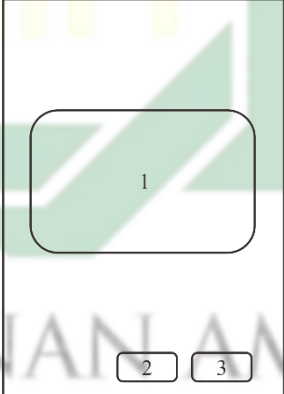
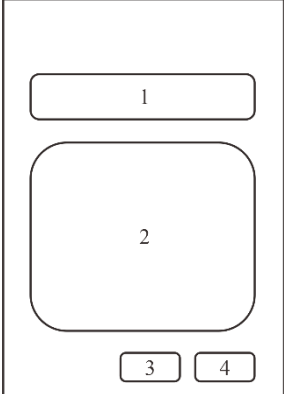
Table 4. 2 Storyboard Design

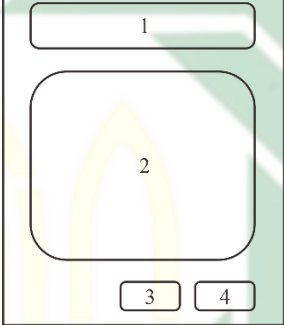
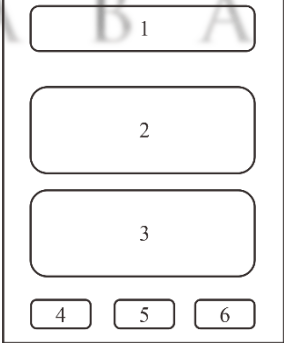
Page	Story Board	Description
Splash Screen		On number 1, there will be animation loading using the app logo when the app is just opened.
Start		Number 1 indicates the app logo in Start Page as an identity so that it is more easily recognized by users. On number 2, there will be Start Button

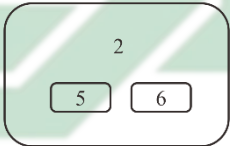
		to start and open the main menu.
Main Menu	 <p>The diagram shows a vertical stack of UI elements. At the top is a rounded rectangle labeled '1'. Below it is a larger rounded rectangle labeled '2'. At the bottom are three small rounded rectangles labeled '3', '4', and '5' arranged horizontally.</p>	<p>On number 1, the illustration of indonesian local culture will be displayed. Number 2 (main menu) will show the list of application menu. Main menu (number 3) will navigate users back to main menu page. Manual (number 4) will contain instructions for use on this media. Exit Button (number 5) will open exit dialog to close the application.</p>
Curriculum	 <p>The diagram shows a vertical stack of UI elements. At the top is a rounded rectangle labeled '1'. Below it is a larger rounded rectangle labeled '2'. Inside rectangle '2' are three small rounded rectangles labeled '3', '4', and '5' arranged in a triangular pattern. At the bottom are three small rounded rectangles labeled '6', '7', and '8' arranged horizontally.</p>	<p>On number 1, the illustration of indonesian local culture will be displayed. Number 2 indicates dialog box sub-menu (curriculum). In this sub menu, there will</p>

		<p>be buttons for KI (number 3), KD (number 4) and learning objective (number 5). Main menu (number 6) will navigate users back to main menu page. Manual (number 7) will contain instructions for use on this media. Exit Button (number 8) will open exit dialog to close the application.</p>
Material Menu		<p>On number 1, the illustration of indonesian local culture will be displayed. Number 2 will show the materials. Main menu (number 3) will navigate users back to main menu page. Manual (number 4) will contain instructions for use on this media. Exit Button (number</p>

		5) will open exit dialog to close the application.
Quiz		<p>On number 1, the illustration of indonesian local culture will be displayed. Number 2 indicates dialog box sub-menu (quiz). In this sub menu, there will be four kinds of quiz, namely multiple choice (number 3), sequencing (number 4), true/false (number 5), and matching (number 6). Main menu (number 7) will navigate users back to main menu page. Manual (number 8) will contain instructions for use on this media. Exit Button (number 9) will open exit dialog to close the application.</p>

Quiz Question		<p>Number 1 will indicate the quiz type that is currently displayed. The question will be displayed on number 2. On number 3, there will dialog box to provide feedback from the question. Next Button (number 4) will be used to continue to the next question.</p>
Quiz Result		<p>On number 1, the result of quiz will be displayed. To review the quiz, the button will be set up on number 2. Number 3 will be used as the button to finish the Quiz.</p>
Glosarium		<p>Number 1 will indicate dialog box sub-menu (glosarium). The list of glosarium will be displayed on number 2. Number 3 (back</p>

		button) to go to the previous page and number 4 (next button) functions as continuing the next page.
Reference		Number 1 indicates the heading of the page (reference). In this page, there will be list of references used in this application. Number 3 (back button) to go to the previous page and number 4 (next button) functions as continuing the next page.
Developer		Number 1 indicates the heading of the page (developer). The profile of developer will be displayed on number 2. The developer will display his contact person on number 3 to get more complete

		and detailed information about the application. Main menu (number 4) will navigate user to back to main menu page. Manual (number 5) will contain instructions for use on this media. Exit Button (number 6) will open exit dialog to close the application
Exit		This page shows the exit dialog on number 1. There will be button “Yes” to close the application and number 2 to cancel it.

The storyboard design above shows the layout design of the assets and features visualisation. So that the application design will be developed according the story board. After the flowchart and storyboard have been completed, the next phase is the process of creating interactive multimedia with predetermined software.

2) Development Process

This process is the realization of what has been designed in the design process to become a product (interactive multimedia). When developing learning media, the researcher creates

applications according to the flowchart and storyboard designs that have been made before. The process of making learning media includes:

a) Preparatory phase

Before the development process, the researcher must prepare the equipment and material content to be presented in interactive multimedia. The equipment needs to develop interactive multimedia as follows:

(1) Operation System

The minimum operating system that can be used is Windows 7. Thus, the researcher uses a laptop with the Windows 10 operating system to develop this interactive multimedia.

(2) Main Software

The leading software used to develop interactive multimedia is Microsoft PowerPoint. Microsoft PowerPoint will design the application and activate the animation feature to the media assets. This software also helps to link slides so that they can be connected to each other according to the application design.

(3) Supporting Software

In addition to the leading software, supporting software is also needed in developing interactive multimedia, such as:

- Corel Draw 2019 is a vector-based graphic design software. In this study, this software is used to design the media assets, characters, texts, apps logo, leading software for interface design and media design.
- Ispring Suite 10 is a software that is used to convert presentation files in HTML format in developing process. The output of this software will be needed to convert the presentation files into an application.

- Java Script is a programming language software used to recognize the HTML format. This software is needed as requirement software so that the Ispring Suite 10 can convert the presentation files in HTML format.
- Apk Builder Pro is software converting HTML format into an application. This software will convert the published HTML format into a .exe file so that the application can be used in all mobile phone with android operating system. In this software, we can also manage the output of the application, such as application name, the logo icon, and adding some extras.

Meanwhile, the material content that will be presented in interactive multimedia also needs to be prepared such as the curriculum (KI, KD, learning objectives), course materials, learning videos, and quiz questions. This phase prepares content according to essential competencies and learning indicators.

a) Curriculum

Curriculum is a set or a system of plans and arrangements regarding learning materials that can be guided in teaching and learning activities. The curriculum used at SMP Negeri 35 Surabaya is the 2013 curriculum. Therefore, core competencies (KI), basic competencies (KD) and learning objectives refers to the 2013 curriculum.

Core competencies (KI) and basic competencies (KD) have been managed by the ministry of education on Permendikbud Number 37 of 2018. Meanwhile, learning objectives are formulated by determining the specific skills or knowledge that students should be able to demonstrate as a result of learning the procedure text and then using action verbs to describe the desired outcome of the learning objective.

b) Course Material

The 2013 curriculum places procedure text as one of the materials that must be mastered by students in class IX, which is listed in basic competence 3.4 and 4.4. When creating procedure text material, it's important to start by identifying the learning objectives and outcomes to organize the information in a logical and sequential order. Beside that, considering the level of your students and the complexity of the task they are learning is also essential.

To make the material more engaging, cultural nuances are integrated on procedure text material. This can be done by choosing texts written by authors from different backgrounds, or by choosing texts that showcase different cultural practices and traditions. Therefore, the developer raised procedure text material which contains various cultures, such as traditional food, drink, habit, and custom.

c) Learning Video

Beside having procedure material textually, there will also be learning video to support students' understanding on procedure text material. To make a procedure text learning video, it is necessary to arrange the material content that needs to be visualized on the video. The material content are arranged according to the learning objectives. The learning video are created by microsoft powerpoint in the form of animation so it can cultivate students' interest to learn procedure text material.

d) Quiz

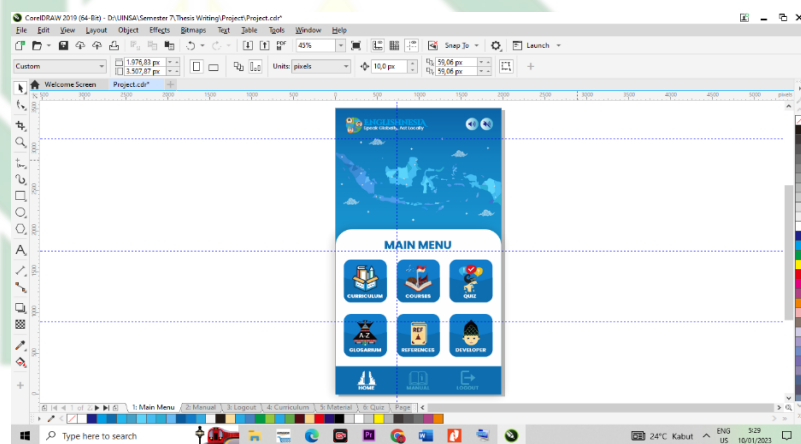
To measure the students' understanding towards the material, there will be interactive quizzes in the form of multiple choice, sequencing, true/false, and matching. The steps for making a quiz are creating questions that test

understanding of the material according to learning objectives and then providing constructive feedback. It is important to use clear and concise language and avoid ambiguity.

b) Prototyping Phase

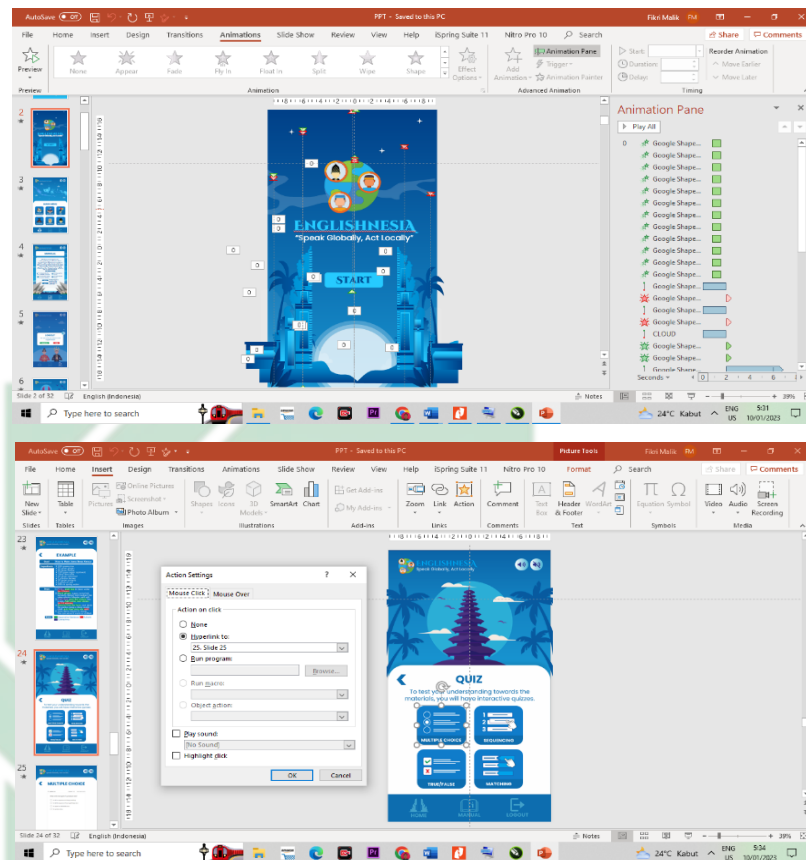
At this phase, the researcher began to develop products by designing interface and media designs using Corel Draw software based on previously designed storyboards. This is intended to make it easier for researchers to do layouts on Microsoft Powerpoint slide worksheets.

Figure 4. 2 Designing process using Corel Draw



After that, the researcher carried out the layout process on the Microsoft Powerpoint slide worksheet. The researcher utilizes the animation feature on each design element to make the multimedia display more interactive and attractive. In addition, the researcher also uses the hyperlink feature to provide interactive action functions on each media design slide according to the previously designed flowchart.

Figure 4. 3 Prototyping process using Microsoft Powerpoint



c) Testing

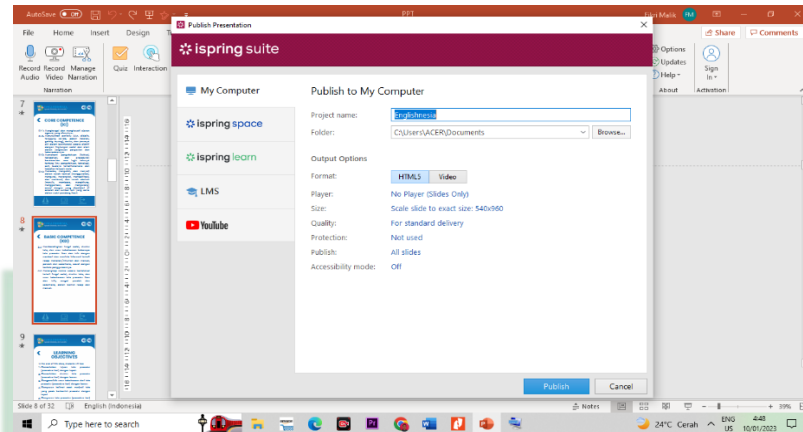
After all the interactive multimedia components have been prepared, the next step is testing to determine whether the learning media made is in accordance with the design desired by the researcher. The requirements needed to conduct the test are laptops and mobile phones. This consideration is because operating interactive multimedia requires a laptop with a minimum operating system of Windows 7 and a mobile phone with an Android operating system.

d) Publishing

After testing, the Microsoft Powerpoint slide worksheet files are transformed into .exe files. This process is carried out using supporting software, namely Ispring Suite 10 and Apk

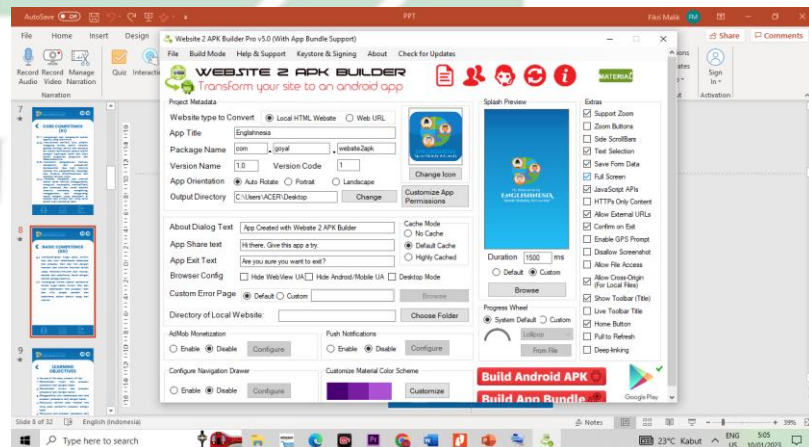
Builder Pro. First, the researcher publishes to convert the presentation file to HTML format via Ispring Suite 10.

Figure 4. 4 Publishing process using Ispring Suite 10



The next step is the process of converting the published HTML format into a .exe file using the Apk Builder Pro software. This process is carried out so that interactive multimedia can be played on all mobile phones with an Android operating system.

Figure 4. 5 Converting Android App using Apk Builder Pro



After the publishing process, an output product in the form of interactive multimedia (prototype 1) was obtained. The output of this product will then be validated and tested in the assessment phase. Here are some parts of the interactive

multimedia display (prototype 1) that have been designed in the following table 4.3:

Table 4. 3 Interactive Multimedia (prototype 1)

 <p>Splash Screen</p>	 <p>Start Page</p>	 <p>Main Menu</p>
 <p>Manual</p>	 <p>Curriculum Page</p>	 <p>Submenu Curriculum</p>
 <p>Materials Menu</p>	 <p>Submenu Material (Text)</p>	 <p>Submenu Material (Video)</p>



3) Assessment phase

The assessment phase is an assessment phase by experts before being tested on subjects or users. Learning media testing is carried out based on predetermined criteria. The assessment results from the validator are used as material for revising learning media. After being

assessed by the validator and meeting the valid criteria, the learning media is tested (implemented) on the subject or user.

1) Expert validation

The validation carried out in this study was used to determine the validity of the developed interactive multimedia, which consisted of several aspects, namely aspects of device engineering, aspects of media quality, aspects of learning design, and instructional aspects.

In this study, the validation process was carried out with competent validators who understood learning media and could provide suggestions/inputs to improve the interactive multimedia that had been made. Three validators carried out the validation process: content experts, media experts, and English teachers (practitioners). The suggestions from the validator were used as material for revising interactive multimedia (prototype 1). Product validation was done by direct consultation with experts by showing, explaining, and demonstrating the product. After that, the validator assessed the product by answering the validation sheet. The validation sheet also had advice space. The advice would be helpful in revision before the product is tested in the school.

The validators selected in this study are as follows in table 4.4:

Table 4. 4 List of Interactive Multimedia Validators


No.	Validator	Institution	Role
1.	H. Mokhamad Syaifudin, M.Ed, Ph.D.	English Language Education Department UIN Sunan Ampel Surabaya	Expert of Media
2.	Fitriah, PhD	English Language Education	Expert of Content

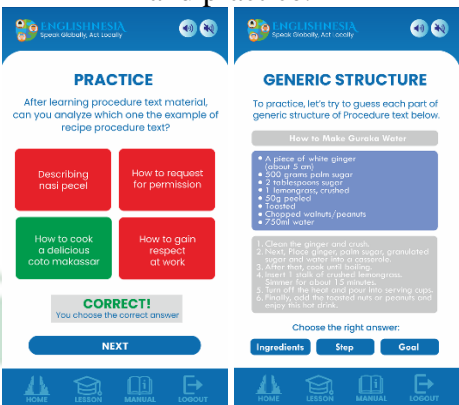
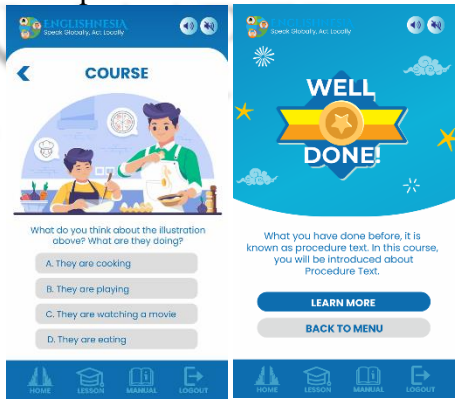
		Department UIN Sunan Ampel Surabaya	
3.	Ita Eka Oktaviani, S.Pd.	English Teacher SMPN 35 Surabaya	English Practitioner

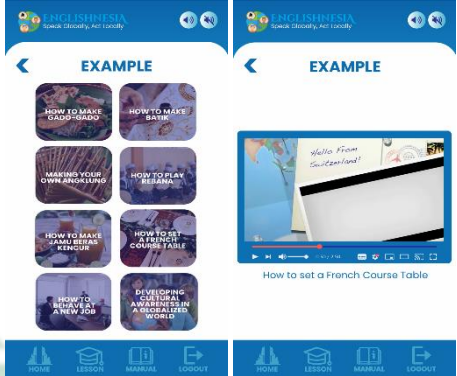
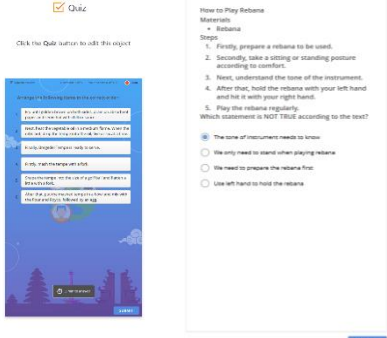
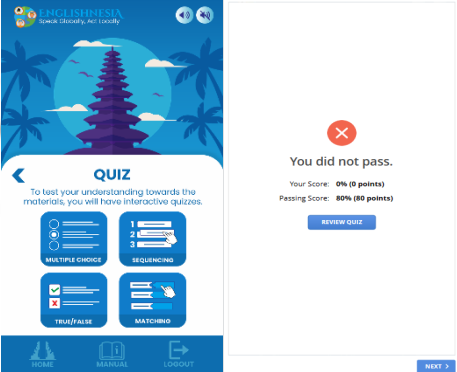
2) Revision

Products that have been validated and then revised in several parts of the media that researchers have developed in accordance with comments and suggestions for improvement from expert validators. The comments and suggestions for improvement were conveyed verbally or in writing during the media validation process. Interactive multimedia is then repaired and rearranged based on the results of the validation and revision that has been done. Until then, this learning media is ready to be tested (prototype 2). The results of product revisions that researchers have carried out are presented as follows in table 4.5:

Table 4. 5 Revision of Expert Feedback

No.	Expert Feedback	Revision
1.	Changed the "Materials" menu feature to "Course"	<p>Has made changes to the menu feature to "Course"</p> 

2.	The content presented needs to be made more interactive to involve students' participation	<p>Has provided content that engages students more in interactive learning, such as interactive quizzes and practice.</p> 
3.	Need to consider language style (native)	It has adjusted the language style (native) of the content material.
4.	In the multiple-choice quiz, there are wrong answer choices	Has made improvements and ensured all the answers on the quiz are correct
5.	Provide more activities for supporting independent learning	<p>It has provided several activities that support students to study independently, such as a brainstorming section and several fun activities with clear explanations of instructions.</p> 
6.	Adding examples of procedure text related to the manner or cultural	It has added an example of procedure text related to the manner or cultural awareness. In addition, the developer has

	awareness and providing examples in video form	<p>provided another example in the form of a video.</p> 
7.	Adding HOTS (High Order Thinking Skill) question variations	<p>The quiz menu has added variations of HOTS (High Order Thinking Skill) questions.</p> 
8.	The Quiz menu feature can only be tried once	<p>The quiz set has changed so that each quiz can be tried repeatedly.</p> 

3) Limited Testing

A limited trial was conducted at SMP Negeri 35 Surabaya in one day, Wednesday, 1st February 2023. The subjects used as a limited trial were 32 class IX A students at SMP Negeri 35 Surabaya. The pilot session began by introducing interactive

multimedia to students and explaining how the application was used. Then the researcher distributed interactive multimedia, which will be tested. Distributing interactive multimedia was done manually through the WhatsApp Group and then installed via each Android phone. After that, the researcher invited students to use interactive multimedia independently. Initially, students felt confused about operating multimedia, and this was because they had never used interactive learning multimedia. However, after being directed, they could quickly run the multimedia. While running the interactive multimedia application, students look active, enthusiastic and pay attention to the material presented.

After testing the application, the researcher distributed assessment questionnaires to find out how students responded to the application being developed. Before students filled out the questionnaire, the researcher explained the steps in providing an assessment to make it easier for students to assess the product. The data from the student response questionnaire was then analyzed to determine whether interactive multimedia is feasible to use in a practical aspect or not.

4) Final Product

The developed interactive multimedia has gone through a test validation, limited testing, and a product revision process. The final product developed in this research project is an interactive multimedia application with cultural nuances which is used as a learning medium to facilitate procedural text learning. The product specifications that have been developed in this research are:

- a) The result of the current research project is application-based. The application can be accessed through smartphone devices with the Android operating system.
- b) The title of the interactive multimedia application is Englishnesia.

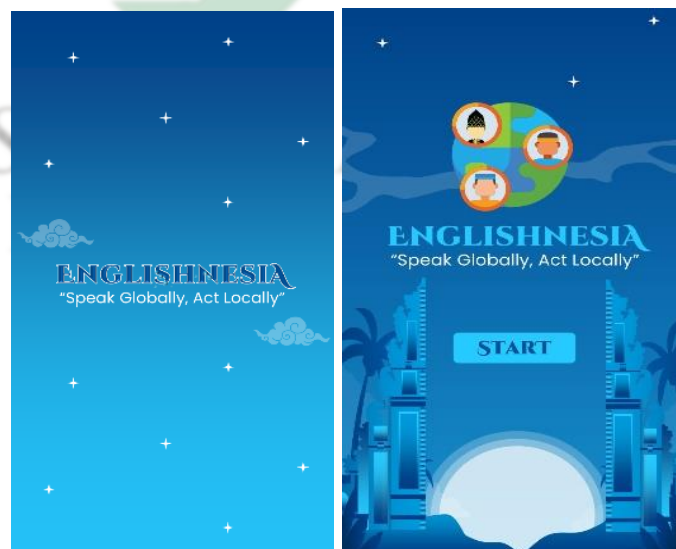
- c) This interactive multimedia has been developed using Microsoft PowerPoint software supported by Corel Draw 2019, Ispring Suite 10, Java Script, and Apk Builder Pro.
- d) Interactive multimedia has developed material in KD 3.4 and 4.4 containing procedure text material for SMP/MTs students in class IX.
- e) Cultural nuances are aspects of culture linked to the procedure text material. In addition, there is also the integration of media design using Indonesian cultural graphics and animations.

The output of the final project contains several features, which can be explained and displayed in the following section:

a) Opening Page

The opening page is the initial appearance of a splash screen that appears temporarily in the program for the first time. The splash screen page consists of the application name and loading for approximately 5 seconds. Next, there is a "Start" button to start and open the main page.

Figure 4. 6 Opening Page Display

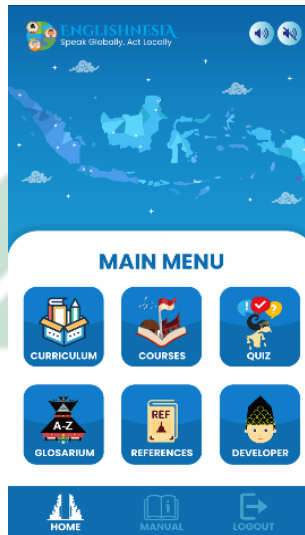


b) Main Menu or Home Page

The main menu is the display used to select the sub-menu the user wants. Several sub-menus include curriculum, courses,

quizzes, glossary, references, developer, manual, exit, and sound settings.

Figure 4. 7 Main Menu Display



c) Curriculum

The curriculum is a sub-menu used to determine the curriculum tools used in developing interactive multimedia, including core competence (KI), basic competence (KD), and learning objectives.

Figure 4. 8 Curriculum Page Display



d) Courses

The course page is essential in this media because it contains the presentation of learning material. There are several procedure text materials, including definitions, generic structures, language features, types, and examples. The material is presented systematically and coherently. Moreover, it is supported by interactive activities so that users can actively participate and independently learn procedure text.

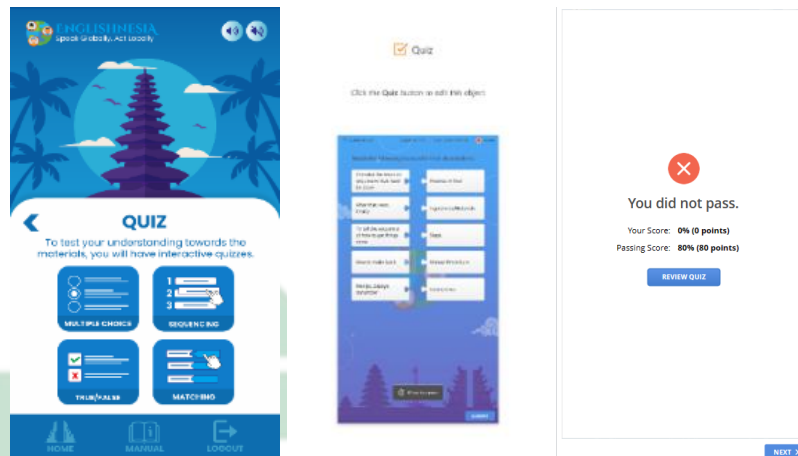
Figure 4. 9 Course Page Display



e) Quiz

Interactive quizzes are used to test your understanding towards the materials. This menu contains interactive quizzes in the form of multiple choice, sequencing, true/false, and matching. Each quiz has feedback and quiz review as material for reflection.

Figure 4. 10 Quiz Page Display



f) Glosarium

Glosarium is a submenu containing a collection of lists of important words or terms arranged alphabetically to help readers understand the words or phrases used.

Figure 4. 11 Glosarium Display



g) References

Reference is a feature that contains a list of references used in interactive multimedia applications.

Figure 4. 12 References Display



h) Developer

The developer is a feature that contains profile data and contact information from media developers

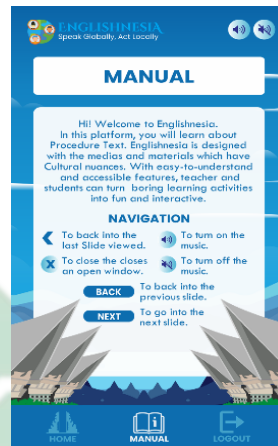
Figure 4. 13 Developer Display



i) Manual

The instruction page on this media contains information about the application being developed and instructions for use on this media, which serves to clarify the function of the interactive buttons contained in interactive multimedia.

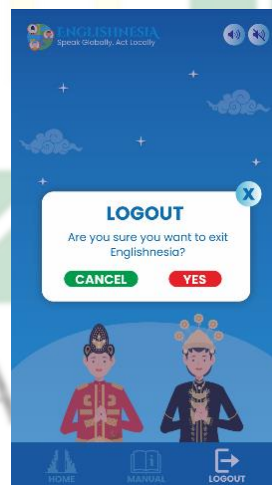
Figure 4. 14 Manual Page Display



j) Exit

The exit menu is a feature used to close the interactive multimedia application.

Figure 4. 15 Exit Menu Display



k) Interactivity Button

An interactivity button is a feature that contains buttons to navigate or has a particular function, such as a start button, next button, back button, sound setting, etc.

Figure 4. 16 Interactivity Button Display



Based on developing processes above, all phases of the development model according to Plomp has been implemented to develop English interactive multimedia with cultural nuances using Microsoft PowerPoint to facilitate procedure text learning, including preliminary research, prototyping phase, and assessment by experts and limited testing to students.

2. The feasibility of developing an interactive multimedia application to learn procedure text material

To obtain the feasibility of media, the researcher will measure it by considering the validity and practical aspects.

a. Validity Test

Validity data was obtained from validation sheets that media experts, content experts, and English teachers (practitioners) had filled out in the assessment phase. The percentage of the final score for each validator and the total average percentage of all validators were obtained. Media validation data analysis can be presented in the following table 4.6:

Table 4. 6 Data Analysis of Media Validation Results

No.	Validator	Total Validation Value (ΣNV)	Final Value Percentage (%NA)	Validation Criteria
1.	Media Expert	100	100	Very Valid
2.	Content Expert	86	78	Valid
3.	English Teacher (Practitioner)	185	88	Very Valid
Average of value (%AV)		361	89	Very Valid

Table 4.6 shows that the percentage of the final validity value is 100% from the media expert, so it is included in the very valid category. The percentage of the final validity value is 78% of the content expert, so it is included in the valid category. Meanwhile, the English teacher (practitioner) is included in the very valid category because it has a final

validity percentage of 88%. After analyzing the data, the average total validity percentage value of interactive multimedia with cultural nuances is 89%. Because the average total percentage of validity values obtained is more than 85% based on table 3.2, it can be concluded that the development of interactive multimedia with cultural nuances using Microsoft Powerpoint to facilitate procedure text learning according to media expert validators, Content experts, and English practitioner/teacher is assessed very valid.

b. Practicality Test

1) Theoretical aspect

The practicality of media based on theoretical aspects is obtained from validation sheets that expert validators have assessed. The validation sheet not only contains an assessment of the validity of the media but also includes an assessment of the practicality of the media for theoretical aspects. This practicality assessment aims to determine whether the media that has been developed can be used in the field or not based on expert judgment. The results of the media practicality assessment based on theoretical aspects can be presented as follows in table 4.7:

Table 4. 7 Analysis of Media Practicality Data (Theoretical Aspects)

No.	Validator	Practicality Value (VP)	Qualitative Category	Description
1.	Media Expert	100	A	It can be used without revision
2.	Content expert	78	B	It can be used with a few revision
3.	English Teacher (Practitioner)	88	A	It can be used without revision
Average of practical value (APT)		89	A	It can be used without revision

Table 4.7 presents the results of the data analysis on the practicality of interactive multimedia with cultural nuances by experts. The table shows that the media expert validator gives a practicality value of 100 with a qualitative value category A. This qualitative value means interactive multimedia development with cultural nuances can be used without revision. In contrast, the Content expert validator gives a practicality value of 78 with a qualitative value category B. This qualitative value means that interactive multimedia with cultural nuances can be used with a little revision. The results of data analysis also show that the English teacher (Practitioner) validator gives a practicality score of 88 with a qualitative value category A. This qualitative value means interactive multimedia development with cultural nuances can be used without revision.

Based on the results of the practicality data analysis, it can be seen that the average percentage of the total final practicality value (APT) is 89%, with the qualitative category A. The result shows that the media that has been developed can be used without revision based on table 3.3. In accordance with the theory of practicality of the media, explained in chapter II, the media is categorized as practical in theory if the expert validators assess the media to be used, either without revision or with little revision. Based on the theory and the results of the data analysis above, it can be concluded that the media that has been developed can be said to be practical in theory.

2) Practical aspect

The percentage of student responses after learning using interactive multimedia was obtained based on the analysis of student response data. In the following table 4.8, an analysis of student response data is presented on the use of interactive multimedia to facilitate procedure text learning:

Table 4. 8 Results of Student Response Data Analysis

No.	Aspect	Total Value (ΣSR)	Student Responses Percentage (%RS)
1.	Cognitive	1235	86
2.	Affective	543	85
3.	Conative	264	83
Total Average		2042	84

Based on table 4.8, overall, the average student response to the use of interactive multimedia with cultural nuances using Microsoft Powerpoint to facilitate procedure text learning is 84%. In accordance with the practicality criteria of learning media in practice contained in table 3.4, student responses to the use of interactive multimedia with cultural nuances by using Microsoft Powerpoint to facilitate procedure text learning are positive and practical.

B. Discussion

This study has two focuses that became the research questions of this study: the process of developing interactive multimedia with cultural nuances using Microsoft PowerPoint to facilitate procedure text learning and the feasibility of developing an interactive multimedia application to learn procedure text material. Therefore, this section will emphasize the main findings of this study and discuss them according to the theory and previous studies in chapter II. The details of the discussions will be presented below:

1. The process of developing interactive multimedia with cultural nuances using Microsoft Powerpoint to facilitate procedure text learning

The result of this development research process is the creation of learning media applications in the form of interactive multimedia. Interactive multimedia with cultural nuances was developed using Microsoft Powerpoint to produce an assisted tool for delivering teaching

material that combines several multimedia elements to create interaction between users and media to achieve goals in learning procedure text.

In developing interactive multimedia, it is necessary to use the Research and Development (R&D) research model. It is in line with Nana Syaodih, who states that research and development is a process or steps to develop a new product or improve an existing product.⁵¹ Related to the research findings of the first questions of this study, the developing model that was used in this research project is the development model according to Plomp, which includes 3 phases, namely (1) Preliminary research; (2) Prototyping phase; and (3) Assessment phase.

The researcher collects information before the interactive multimedia development process in the preliminary research phase. The preliminary research phase is crucial because this phase can also be in the form of initial research whose results are used as a basis for further development. According to the finding, researchers collect information through student needs analysis, literature studies, and observation of school learning facilities. This finding is supported by Zulfah, who states that preliminary research was carried out by gathering information through needs analysis, student analysis, curriculum analysis, concept analysis, and existing teaching materials.⁵²

The process carried out in the prototyping phase is divided into the design process and product prototyping. After the design process, it proceeds to the product prototyping process. Interactive multimedia is assisted learning media that involves several texts, graphics, images, animation, video, and audio integrations. Therefore, the researcher needs a software maker that can support multimedia integration. So interactive multimedia development is carried out using Microsoft PowerPoint as the leading software maker. This finding is in accordance with Purwanti, who

⁵¹ Nana Syaodih Sukmadinata, *Metode Penelitian Pendidikan* (Bandung: Rosdakarya, 2009).

⁵² Zulfah Zulfah, 'Tahap Preliminary Research Pengembangan LKPD Berbasis PBL Untuk Materi Matematika Semester 1 Kelas VII SMP', *Journal Cendekia: Jurnal Pendidikan Matematika*, 1.2 (2017).

argues that Microsoft Powerpoint can display text, images, sound, and video so that teachers can be creative in making learning media exciting and practical.⁵³

Microsoft Powerpoint was also selected because this software is accessible, simple, and easy to use so that researchers can utilize it optimally in developing English interactive multimedia. Asnurul states that most English teachers have difficulty developing learning media because they are unfamiliar with using ICT-based learning media, especially their knowledge and mastery of the software.⁵⁴ Therefore, this current research project is expected to create social benefits in the English teaching context. Hopefully, this current project can inspire teachers to develop other interactive multimedia English using Microsoft Powerpoint. This finding is supported by Rusman, who states that Microsoft Powerpoint is defined as software intended to present multimedia programs in an attractive, easy-to-create, easy-to-use, and relatively inexpensive way because it does not need complex specifications on a computer or device, including storing data.⁵⁵ After the prototyping process, a product output in the form of interactive multimedia (prototype 1) was obtained. The output of this product will then be validated and tested in the assessment phase.

In the assessment phase, the interactive multimedia that has been developed is assessed or validated by experts before being tested on subjects or users. In this research, the assessment process was carried out by 3 experts who are media experts, content experts, and English teachers (practitioners). The expert assessment aims to carry out the validation process, and the assessment results are used as material for revising interactive multimedia (prototype 1). This result is related to Ahmad Afwal, who states that the purpose of the assessment process is not only to obtain validity and practicality data from the media that has been developed but

⁵³ Purwanti, Rizki, and Surya.

⁵⁴ Isroqmi.

⁵⁵ Rusman.

also to obtain suggestions that will be used to improve the media.⁵⁶ It is in line with Kiki Rezki, who states that product validation was carried out by direct consultation with experts by showing, explaining, and demonstrating the product. After that, the validator gave an assessment and advice that would help in revision before the product was tested in schools.⁵⁷ Based on this, Interactive Multimedia is then repaired and rearranged based on the results of the validation and revision so that this learning media is ready to be tested (prototype 2).

After carrying out the assessment process, the researcher finally got the final product in the form of an interactive multimedia application with cultural nuances, which is used as a learning medium to facilitate procedure text learning. The output of the final project contains several features and multimedia elements. In accordance with the finding of Purbatua Manurung's study defines interactive multimedia as a combination of various media (file formats) in the form of text, images (vector or bitmap), graphics, sound, animation, video, interaction, etc. which have been packaged into digital files (computerized), used to convey messages to the public.⁵⁸ In line, Munir states that interactive multimedia should have more than one integration of media elements as one of the characteristics of interactive multimedia in education.⁵⁹ Related to the research findings, the interactive multimedia that has been developed is in accordance with previous studies and existing theory because it has combined multimedia elements, such as the integration of texts, graphics, images, animation, video, and audio.

This interactive multimedia is also based on cultural nuances. The integration of cultural nuances in the developed material is an essential

⁵⁶ Ahmad Afwal Fuadi, 'Pengembangan Media Pembelajaran Game Edukasi Berbasis Android Pada Materi Fungsi Untuk Melatih Kemampuan Penalaran Kovariasional Siswa' (Thesis, UIN Sunan Ampel, 2020).

⁵⁷ Kiki Rezki Ananda, 'Developing English Proficiency Test Media In Junior High School' (Thesis, IAIN Pare Pare, 2019).

⁵⁸ Purbatua Manurung, 'Multimedia Interaktif Sebagai Media Pembelajaran Pada Masa Pandemi COVID 19', *Al-Fikru: Jurnal Ilmiah*, 14.1 (2020).

⁵⁹ Munir.

thing in learning. Basha states that Incorporating cultural aspects into procedure texts can help create a more inclusive and engaging learning environment.⁶⁰ This idea is supported by Fahrurrozi, who states that learning contextually through cultural aspects will become a pleasant environment for teachers and students, allowing students to actively engage in learning according to the culture they already know or have so that effective learning outcomes can be obtained in culture-based learning.⁶¹ Considering these theories, the final product integrates cultural nuances into procedure text material. In addition, there is also the integration of media design using Indonesian cultural graphics and animations.

In the development of interactive multimedia, it is also required to have material that will be discussed through the media. Procedure text material has become crucial for teachers and students because they still have difficulty teaching and learning procedure text with a reasonably high category. This idea is supported by Sakila, who states that student learning outcomes on this material do not meet the standard of completeness. This problem is due to several aspects, namely (1) aspects of curriculum development, (2) aspects of material strengthening, and (3) aspects of practice or implementation of learning.⁶² To overcome those problems, this current project research offers a new way of teaching by using interactive multimedia. This interactive multimedia can help educators establish interactive situations for the students by combining several media elements. Then, the material used in the procedure text in this project will be integrated with cultural nuances so that students can more easily understand the material contextually. Besides that, students will actively learn through this project research because it allows them not only to see and hear but also to do something and respond to questions or evaluations.

⁶⁰ Basha Krasnof, *Culturally Responsive Teaching: A Guide to Evidence-Based Practices for Teaching All Students Equitably* (Portland: Region X Equity Assistance Center Education Northwest, 2016).

⁶¹ Fahrurrozi.

⁶² Sakila.

This developing project can also obtain new knowledge in English language teaching. By using interactive multimedia, the teacher can provide a learning model that represents the learning characteristics of students in the classroom, where the learning characteristics of students are very diverse. Student learning styles are divided into visual, auditory, and kinesthetic.⁶³ Therefore, each student has their learning style. Efforts to realize student-centered learning by paying attention to each learning style need to be supported by appropriate learning media. Interactive multimedia offers media that can design and integrate text, graphics, audio, and moving images (video and animation) by integrating devices that permit users to navigate, interact, design, and communicate through the media.⁶⁴ Hence, interactive multimedia can be a new way for teachers to facilitate students according to their learning styles.

Regarding the findings discussed above related to developing interactive multimedia with cultural nuances using Microsoft Powerpoint to facilitate procedure text learning, it can be concluded that uses the development model, according to Plomp, includes 3 phases, namely preliminary research, prototyping phase, and assessment phase. All phases are carried out sequentially with the same portion. The final product developed in this research project is an interactive multimedia application with cultural nuances used as a learning medium to facilitate procedure text learning. The development of interactive multimedia is expected to provide a different teaching and learning experience, solve students' low learning achievement, cultivate enthusiasm for learning, and encourage independent learning, especially on procedure text material.

⁶³ Mansur Mansur, *Getting to Know the Style of Learners* (Makassar: Widyaaiswara LPMP Provinsi Sulawesi Selatan, 2018).

⁶⁴ Benardo Benardo, *Designing Interactive Media Learning to Recognize Numbers for Preschoolers* (Bandung: Universitas Komputer Indonesia, 2011).

2. The feasibility of developing an interactive multimedia application to learn procedure text material

Learning media development has become popular in the educational field today. The development of this media aims to improve teaching and learning systems and to provide convenience in transferring knowledge. The development of this media must meet the correct processes and procedures so that the project's output can be of good quality and feasible. It is related to Kristin and Jacqueline in Nuryadi's research, which states that developing a teaching medium can be feasible if it meets three aspects: validity, practicality, and effectiveness.⁶⁵ Related to the current research project, the researcher develops interactive multimedia by considering this theory. However, the feasibility test determines media quality or feasibility level by considering only two factors: validity and practicality. The researcher does not consider the effectiveness of the media because the researcher only wants to test product performance in terms of design and accessibility of feature use.

Media validation is an assessment process that aims to provide information input and evaluate the learning media developed. Data or information from experts in their field (validators) will determine the validity or invalidity of the learning media being developed. It is in line with Puri Rahayu, who states that before conducting limited testing on students, the media must first be validated by expert validators.⁶⁶ Based on some of these descriptions, it can be concluded that the validity of the learning media that the researcher has developed fulfills the validity criteria stated by experts (validators). The evaluation aspect of a learning media needs to be determined to assess the validity of a developed learning media. According to Walker and Hess, these aspects of validity adopt the quality criteria of learning media software, which researchers modify as necessary

⁶⁵ Nuryadi and Bahtiar.

⁶⁶ Puri Rahayu, 'Pengembangan Media Gapeto Berbasis Godot Engine Sebagai Alat Evaluasi Pembelajaran Pada Materi Bangun Ruang Sisi Datar' (Thesis, UIN Sunan Ampel, 2019).

and adapt to the media to be developed. According to Walker and Hess, the quality criteria for learning media software are content quality and learning objectives, instructional quality, and technical quality.⁶⁷

Related to this current research project, the validation process is carried out by three validators: Content experts, media experts, and English teachers (practitioners). The criteria assessed include aspects of device engineering, aspects of media quality, aspects of learning design, and instructional aspects. Based on the results of media validation obtained from the assessment of media validator and English Validator is considered very valid. However, the validation criteria from content material expert is valid. According to Puri Rahayu, she states that the results of the development of a media are declared valid if the results of an assessment from an expert validator state that they are valid and are based on a strong theoretical basis. Based on this theory, the developed interactive multimedia are declared feasible on validity aspect.

Furthermore, aspects of the technical quality of the media are related to the appearance of the design, convenience, and attractiveness of the application being developed. In addition, the learning design aspect includes the accuracy of the material with the learning objectives and the completeness of the material. In contrast, the instructional aspects in this study are related to activities that involve users in the learning process to achieve the desired goals. It is related to Walker and Hess, who states that the technical quality of media is related to readability, convenience, display quality, and application manageability. The learning design aspect includes content quality and objectives, while the instructional aspect assists in the learning, motivating and supporting learning to make it easier and more enjoyable.⁶⁸ Based on the results of media validation obtained from the assessment of each validator, the development of interactive multimedia with cultural nuances using Microsoft Powerpoint to facilitate procedure

⁶⁷ Arsyad.

⁶⁸ Arsyad.

text learning according to the validator, media experts, Content experts, and user/teacher experts is considered very valid. It is in accordance with Puri Rahayu, who states that the results of the development of a media are declared valid if the results of an assessment from an expert validator state that they are valid and are based on a strong theoretical basis.⁶⁹

The practicality test is a consideration to test whether the development product is practical and easy to use by users. Mudjijo argues that practicality shows ease of use and implementation in learning.⁷⁰ It is in accordance with Luluk Ulmu, who states that if the experts (validators) say that the developed learning tools or learning media can be used easily and freely for teachers and students, this is a characteristic of learning devices or learning media that have high practical feasibility.⁷¹ Based on some of these descriptions, it can be concluded that practical learning media is learning media that is easy to understand and use by students and teachers to achieve learning objectives.

Aspects of evaluating a learning media need to be determined to assess the level of practicality of a developed learning media. The practicality aspect, according to Nieveen Nienke, refers to two things, namely a) practitioners or experts can state that the developed learning media is helpful for users, and b) the learning media is easy to apply in the field.⁷² Furthermore, Arifta Yuhda elaborated that there are two practical criteria, the first is theoretically practical, and the second is empirically practical.⁷³ The validators carried out the practicality assessment of the theoretical aspects of this study. The assessment process is carried out by filling out an expert validation sheet. To describe theoretical practicality in

⁶⁹ Rahayu.

⁷⁰ Mudjijo Mudjijo, *Tes Hasil Belajar* (Jakarta: Bumi Aksara, 1995).

⁷¹ Luluk Ulmu Nadifah, 'Pengembangan Game "Paduka.Exe" Berbasis RPG Maker Mv Sebagai Media Belajar Mandiri Pada Materi Fungsi Komposisi' (Thesis, UIN Sunan Ampel, 2018).

⁷² Ahmad Arkom Nur Fuqoha, 'Pengembangan Game RPG (Role Play Game) Sebagai Media Pembelajaran Berbasis Guide Inquiry Pada Materi Segiempat Dan Segitiga Untuk Siswa SMP Kelas VII' (Thesis, Universitas Negeri Surabaya, 2015) <<http://eprints.uny.ac.id/id/eprint/23089>>.

⁷³ Arifta Yuhda Prawira, 'Pengembangan Media Pembelajaran Berbantuan Komputer Pada Materi Bangun Ruang Sisi Lengkung', *MATHEdunesa*, 1.1 (2012).

this study, there are four general assessment criteria for learning media as follows: A if learning media can be used without revision, B if learning media can be used with few revisions, C if learning media can be used with many revisions, and D if the learning media can not be used. Based on the assessment of each expert, the development of interactive multimedia with cultural nuances using Microsoft Powerpoint to facilitate procedure text learning according to media experts, Content experts, and user/teacher experts is considered used without revision with a qualitative value category A. It is in line with Ahmad ' Afwal, who states that the development results are practical in the theoretical aspect if each validator states that the results can be used with little or no revision.⁷⁴

While practicality empirical, this study was assessed through student responses after a limited trial process. The results of this trial are in the form of student responses to the applications developed. It is in line with Heri Kiswanto and Siti Magfirotun, who state that assessment is carried out by filling out a student response questionnaire which contains several aspects of the assessment. If students' assessment results fall into the good or very good category, then the development results are said to be practical or empirical.⁷⁵ Knowing student responses in teaching and learning activities is crucial for an educator.

Amir divides the response into cognitive, affective, and conative.⁷⁶ Cognitive is a response closely related to one's knowledge of skills and information about something. Related to the current project research finding, the response shows that interactive multimedia with cultural nuances can help students understand the material quickly. The material presented has been well structured and briefly contains essential learning material. According to Daryanto, learning materials that are arranged

⁷⁴ Afwal Fuadi.

⁷⁵ Heri Kiswanto and Siti dan Maghfirotun Amin, 'Pengembangan Media Pembelajaran Interaktif Berbantuan Komputer Pada Materi Dimensi Tiga', *MATHEdunesa*, 1.1 (2012).

⁷⁶ T. Amir, *Merancang Kuesioner: Konsep Dan Panduan Untuk Penelitian Sikap, Kepribadian Dan Perilaku* (Jakarta: Prenadamedia Grup, 2015).

regularly and pictures in such a way can provide information that is easier to understand.

Furthermore, using language in interactive multimedia also affects students' understanding of the material. It is in line with Suwartono and Hidayat's research that were using standard and communicative language allows students to understand what they are learning easily.⁷⁷ Moreover, the analysis of student responses to interactive multimedia shows that students are easy to use/operate in learning. The response shows that students are not confused when the learning process occurs because the instructions on interactive multimedia are pretty straightforward, and there are user instructions for using or operating it. The clarity of study instructions and information can make it easier for students to understand the learning flow using interactive multimedia applications. This result is reinforced by Ananda et al. opinion that the media will be easier to use because there are instructions for using the media.⁷⁸ In addition, the analysis of student responses to interactive multimedia shows that the use of images and animations in interactive multimedia helps students understand the material. This response happens because interactive multimedia with cultural nuances uses pictures or animations appropriate to the learning material, making it easier for students to absorb the information presented in the shows they watch. That way, students also do not feel bored using these applications in learning. It is supported by Alkhalim, who suggests that images displayed according to the subject will make the material presented easily understandable, and the results received by students will be the same.⁷⁹ Furthermore, the selection of fonts, sizes, and colors in

⁷⁷ Suwartono and Kosadi Hidayat, 'Kekomunikatifan Penggunaan Bahasa Dalam Pembelajaran Bahasa Indonesia Di SMP Negeri Di Kecamatan Purwokerto Selatan.', in *Prosiding Konferensi Nasional Ke- 3 Asosiasi Program Pascasarjana Perguruan Tinggi Muhammadiyah Yogyakarta (APPPTM)*. (Yogyakarta: Program Pascasarjana Universitas Muhammadiyah Yogyakarta, 2016).

⁷⁸ Darma, S. Jarot, and S. Ananda, *Buku Pintar Menguasai Multimedia*, First (Sidoarjo: Media Kita, 2009).

⁷⁹ Alkhalim Alhakim, 'Penerapan Media Gambar Atau Foto Dengan Metode Diskusi Untuk Meningkatkan Hasil Belajar Siswa Kelas X Pada Mata Pelajaran Ekonomi Pokok Bahasan Uang Di SMA 4 Sidoarjo', *Jurnal Pendidikan Ekonomi (JUPE)*, 1.3 (2013).

interactive multimedia helps students understand the material, as reflected in the following response. It is in line with Holiwarni in his research stating that the use of colors that lack contrast on one side makes it difficult to distinguish from the other side, and the use of type/size of letters/writing must match the appearance of the media.⁸⁰

The affective dimension relates to conditions when students face something using emotions such as feelings, values, appreciation, enthusiasm, motivation, and attitudes toward the developed media.⁸¹ This response arises when there is a change in what the audience likes about something. Related to the current project research finding, interactive multimedia can increase student motivation in learning. The response shows that students feel motivated to participate in learning. Students not only read the text but also display pictures, animations, and videos. This result is reinforced by Gustina et al., that students' motivation to participate in lessons increases because flash-based learning media attracts students' attention more by presenting material communicatively in the form of pictures, animations, and videos.⁸²

Furthermore, the analysis of student responses to interactive multimedia on the attractiveness indicator shows that students are more interested and do not feel bored with learning. The response shows that students are more interested and do not feel bored in learning because interactive multimedia display material in the form of text and images, animations, and videos. This result is reinforced by the statement of Nugraha, who states that students' motivation to participate in lessons increases because online learning media attracts students' attention more by communicatively presenting material in the form of pictures, animations,

⁸⁰ B. Holiwarni, 'Pengembangan Media Pembelajaran Berbantuan Komputer (Computer Assisted Instruction/CIA) Untuk Pembelajaran Kimia SMA', *Jurnal Sorot*, 9.1 (2012), 17–24.

⁸¹ B.P. Sitepu, *Penulisan Buku Teks Pelajaran* (Bandung: Remaja Rosdakarya, 2015).

⁸² Gustina, H.N Abu, and E.F Hamsyah, 'Pengaruh Penggunaan Media Pembelajaran Berbasis Macromedia Flash 8 Terhadap Motivasi Dan Hasil Belajar Kognitif Siswa Kelas VII SMPN 18 Makassar Studi Pada Materi Pokok Asam, Basa Dan Garam', *Jurnal Chemica*, 17.2 (2016), 12–18.

and videos.⁸³ In addition, the analysis of student response results indicates that students have a sense of curiosity after using interactive multimedia applications with several considerations, as reflected in the following responses. The response shows that students are encouraged to learn more about the material contained in interactive multimedia because students are given a pleasant feel and experience in studying learning material, so they want to learn more about the material presented. Student curiosity is characterized by frequent asking and finding out about something that is being faced. Through curiosity, students are encouraged to learn more about beneficial knowledge to themselves and others.⁸⁴

Conative responses are related to behavioral tendencies, desires, and actions related to attitude objects.⁸⁵ The results of student response analysis show that interactive multimedia can increase student activity in learning. These respondents revealed that the use of interactive multimedia motivated students to be more active in asking and responding to questions in learning. This phenomenon happens because students are given the flexibility to study learning material independently with interactive multimedia. This makes students who have difficulty understanding the material motivated to ask questions. This result is supported by the opinion of Prilanita & Sukirno that the more students have information, the more questions these students produce. In addition, interactive multimedia can make students active during learning which is marked by responding to questions. Responding to questions here can mean questions posed by teachers or friends during understanding or responding to questions posed in the Quiz interactive multimedia feature. Puspitasari & Widiyanto explained that the use of learning media could increase student activity which is indicated by the number of students who actively ask questions and dare to express their

⁸³ J. Nugraha, 'Studi Simulasi Model Nested Logit Dan Paired Combinatorial Logit Pada Respon Multinomial', *EKSAKTA: Jurnal Ilmu-Ilmu MIPA*, 13.1–2 (2013), 63–71.

⁸⁴ T. Manisa, E. Aryati, and R. Marlin, 'Respon Siswa Terhadap LKS Berbasis Inkuiri Terbimbing Pada Submateri Sistem Pernapasan Manusia Kelas XI', *Edukasi: Jurnal Pendidikan*, 16.1 (2018).

⁸⁵ Amir.

opinions/answers.⁸⁶ On this indicator, the results of student response analysis show that students tend to use interactive multimedia in learning. These respondents revealed that interactive multimedia inspired students to utilize interactive multimedia in learning with different materials to learn more about the learning material. This result is in line with what was explained by Mukti, that interactive media presents visuals clearly to students, and abstract material can be illustrated in a more exciting way to students with various animations.⁸⁷

Based on the analysis of student responses above, it is known that students positively respond to using interactive multimedia with cultural nuances in ELT classes on cognitive, affective, and conative dimensions. So that the development of interactive multimedia with cultural nuances using Microsoft Powerpoint to facilitate procedure text learning is considered practical or empirical. This finding is supported by Arsyad, who states that the developed media is practical based on students' positive responses to the use of the media.⁸⁸

Regarding the findings discussed above related to the feasibility of developing an interactive multimedia application to learn procedure text material, it can be concluded that interactive multimedia with cultural nuances using Microsoft Powerpoint is feasible for learning procedure text as reflected through the validity and practicality of the process.

⁸⁶ Y. Prilanita and Sukirno, 'Peningkatan Keterampilan Bertanya Siswa Melalui Faktor Pembentuknya', *Cakrawala Pendidikan*, 1.2 (2017).

⁸⁷ C. Puspitasari and J. Widiyanto, 'Upaya Meningkatkan Keaktifan Dan Prestasi Belajar Menggunakan Media Teka-Teki Silang Dengan Model Pembelajaran Talking Stick Pokok Bahasan Ekosistem Kelas VII SMPN1 Kartoharjo', *Jurnal Florea*, 3.1 (2016).

⁸⁸ Arsyad.

CHAPTER V

CONCLUSION AND SUGGESTIONS

The fifth chapter will present the conclusion from the findings and discussion. Moreover, the suggestion recommended for teachers, students, and other researchers will be conveyed in this chapter regarding developing interactive multimedia with cultural nuances using Microsoft Powerpoint to facilitate procedure text learning.

A. Conclusion

There are two points that can be concluded from the result of this study, namely:

1. Developing interactive multimedia with cultural nuances using Microsoft Powerpoint uses the development model according to Plomp, which includes 3 phases: preliminary research, prototyping, and assessment as the learning media to facilitate procedure text learning. The preliminary research phase analyzed student needs, literature studies, and school learning facilities to support the research. In the prototyping phase, product/prototype design and manufacture are carried out. The design process carried out in this research is divided into two activities, namely, making flowcharts and making sketches or storyboards. After the design process, it proceeds to the product manufacturing process to become a product (interactive multimedia). In the assessment phase, product validation is carried out by a media expert, content expert, and English teacher (practitioner), product revisions, and limited testing at SMP Negeri 35 Surabaya.
2. Developed Interactive multimedia with cultural nuances using Microsoft Powerpoint has been validated by experts with a very valid result and fulfills the theoretical and practical aspects with a positive response. Based on this result, it can be concluded that interactive multimedia with cultural nuances using Microsoft Powerpoint is feasible for learning procedure text by considering validity and practicality aspects.

B. Suggestions

By reflecting on the results of this study, the researcher also provides the following suggestions for teachers, students, and other researchers that hopefully can be used for future research advancement, as follow:

1. For teachers

According to the research results, teachers should use developed interactive multimedia applications in teaching. Although students can study and practice interactive multimedia independently, the teacher should facilitate and guide them during the learning process. Other than that, teachers can be inspired to develop their own teaching media and integrate digital technology in learning since it has become crucial in this 21st century, including in the field of education.

2. For students

For the students, they need to be more active in accessing and utilizing the interactive multimedia that has been provided for interactive and independent learning. Although students can study and practice interactive multimedia independently, they should listen to the teacher's guidance during the learning process. Moreover, they need to improve their digital literacy skills since they are critical for students in this 21st century, especially in the educational field.

3. For further researches

Interactive multimedia with cultural nuances using Microsoft Powerpoint to facilitate procedure text learning needs to be tested in several schools, such as Junior High Schools and Madrasah Tsanawiyah (MTs), as well as students majoring in English Education to find out the feasibility of using this media further. Moreover, interactive multimedia similar to other English material needs to be developed so that it can be used to support the learning process and can be uploaded to the Play Store or Google Play so that all students or anyone can use this application easily.

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