



# 3D Interactive Multimedia with a Contextual Approach in English Subjects

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## ABSTRAK

Berbagai kemajuan teknologi telah dikembangkan untuk dapat membantu mencapai setiap kompetensi materi dalam pembelajaran. Penelitian ini bertujuan untuk: (1) mengetahui rancang bangun pengembangan multimedia interaktif berpendekatan kontekstual, (2) mengetahui validitas multimedia interaktif berpendekatan kontekstual (3) mengetahui efektivitas multimedia interaktif berpendekatan kontekstual pada mata pelajaran Bahasa Inggris. Jenis penelitian ini adalah pengembangan dengan menggunakan model ADDIE. Pengumpulan data dilakukan dengan metode pencatatan dokumen, wawancara, kuisioner dan tes. Analisis data yang digunakan adalah analisis deskriptif kualitatif, kuantitatif dan statistika inferensial. Hasil dari penelitian ini adalah (1) Multimedia interaktif dikembangkan dengan model ADDIE melalui 5 tahapan (analyze, design, development, implementation, evaluation); (2) validitas multimedia interaktif berdasarkan dari hasil review ahli isi dan ahli media sebesar 96%, hasil review ahli desain sebesar 94,66%, hasil dari uji coba perorangan sebesar 95,88% dan uji coba kelompok kecil sebesar 98,2% (3) efektivitas multimedia interaktif menunjukkan rata-rata pre-test 52,2 dan nilai post-test 81,9. Setelah dilakukan perhitungan dengan menggunakan uji-t diperoleh hasil  $t_{hitung}$  sebesar 12,595 >  $t_{tabel}$  2,074. sehingga  $H_0$  ditolak dan  $H_1$  diterima. Dengan demikian, multimedia interaktif berpendekatan kontekstual untuk kelas IV efektif untuk meningkatkan hasil belajar siswa Bahasa Inggris.

## ABSTRACT

Various technological improvements were developed to be able to help achieve each material competency in learning. This study aims to: (1) find out the design and development of interactive multimedia with a contextual approach, (2) find out the validity of interactive multimedia with a contextual approach (3) find out the effectiveness of interactive multimedia with a contextual approach in English. This type of research is development using the ADDIE model. Data collection was carried out by recording documents, interviews, questionnaires and tests. The data analysis used is descriptive qualitative analysis, quantitative and inferential statistics. The results of this study are (1) Interactive multimedia is developed using the ADDIE model through 5 stages (analyze, design, development, implementation, evaluation); (2) the validity of interactive multimedia based on the results of the review by content experts and media experts was 96%, the results of the design expert's review were 94.66%, the results of individual trials were 95.88% and small group trials were 98.2% (3) the effectiveness of interactive multimedia shows an average pre-test of 52.2 and a post-test score of 81.9. After calculating using the t-test, the results obtained are t-count of 12,595 > t-table 2,074. So  $H_0$  is rejected and  $H_1$  is accepted. Thus, interactive multimedia with a contextual approach which was developed is effective for improving students' learning outcomes in English.

## 1. INTRODUCTION

Developments in the field of science are entering an all-digital era in which education participates in these developments. Various technological improvements were developed to be able to help achieve each material competency in learning. Rapid changes in the use of technology will bring progress to various kinds of learning resources that can be accessed easily via the internet which makes the teacher no longer the only source of knowledge. Through digitizing information into education, it requires the facilities and tools needed to manage and master developing technology (Aldoobie, 2015; Fahmi et al., 2021). With the existence of technology, it can also solve problems that occur and increase the level of educational welfare, one of which is in the development of learning media that is relevant to the application of material for students. The learning media is packaged in digital media that contains material, because it has the advantage of being packaged in a more attractive form that can be accessed more flexibly and played repeatedly according to the needs of students (Heri Suryaman et al., 2020; Roemintoyo & Budiarto, 2021). Media digital which has a role as an independent learning resource for students is used when learning that is aligned with technological developments can also be applied to

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students. In fact, the changes that have arisen due to the rapid development of technology in the last 5 years are not only effects applied by teachers, the standards imposed in schools can also be a factor, especially the use of media used during learning which can be a window for students studying science. New ways to create digital learning that has characteristics in accordance with the development of students who grow side by side with the digital world (Ibrahem & Alamro, 2020; Phejane, 2022). Computers and laptops are tools used in digital media when using learning media. In its development, learning media can be packaged in the form of software or software on a computer which can then be developed innovatively and utilized in accordance with learning objectives that can be packaged in digital media. In line with this previous study argues that the use of media for computer-based learning will provide diversity for teachers to be able to manage and control student learning activities optimally (Miftah, 2014). In addition, the use of media for learning will support an increasingly wider distribution of education by implementing it on school lines and outside of school. Learning media that can produce text, video, images, sound, and data, especially in learning English, this multimedia interactive media has never been developed for learning English with the Home sub-theme.

Media is a teaching aid that is developing so rapidly in accordance with technological advances. There are quite a lot of varieties and types of media so that the teacher can choose according to conditions, time, finances, and the material to be delivered (Karo-Karo & Rohani, 2018; Renes & Strange, 2010; Reyna et al., 2017). Learning media plays a very important role in learning activities including learning English for elementary school students. With media students will be more motivated to learn, encouraging students to write, speak and imagine more stimulated. According to previous study learning media the process in teaching and learning activities is more effective and efficient and there is good communication between teachers and students (Tafonao, 2018). In addition, the media can play a role in overcoming boredom in learning in the classroom. There are several factors that hinder the communication process in learning, these factors are psychological factors, cultural barriers and environmental barriers. Psychological barriers such as interests, attitudes, intelligence, motivation, self-confidence, learning styles and others (Fu et al., 2020; Whale et al., 2018). Teachers need to be well acquainted with the types of media with their respective characteristics so that teachers can choose and use media according to basic competencies, learning experiences, and materials that have been prepared by teachers so that the learning process can be carried out properly. (Torres-Gastelú & Kiss, 2016; Yildirim, 2016)

Based on observations that were carried out at SD Al Hijriyah Kerobokan, learning media should be used and can be found easily in several classrooms because at this time learning was intensively using teaching aids and learning media, but the facts on the ground used were still sufficient. There are only a few posters on the classroom wall. However, the availability of learning media supporting tools is sufficiently qualified, such as the existence of LED projectors. Therefore, the authors develop digital learning media that use the facilities provided by the school. The results of the interview with the homeroom teacher IV, that 9% of students are students who are active in learning in class. This is because students tend to find it difficult to understand the material, especially English material with the Home theme. Another thing can be seen through the daily assignments given, 11 out of 23 students still get scores below the average for this material, which means that the minimum completeness with national standards is 75, the number of students who do not complete reaches 47.8%. So, it can be seen that from the results of research conducted related to the results of observations that can be an influence on student learning. In English material on the home theme is material that shows what parts are in the house and its contents, each of which is translated into English which is displayed through a flat image with a certain scale. Students will certainly find it difficult to get a picture without learning media. Therefore, to increase students' understanding of the material, learning media is developed so that students are able to have a real picture of the material (Kusumawati et al., 2021; Ramadhani & Khusniati, 2022). This research will develop interactive multimedia media with a contextual approach for learning English with the Home theme which is equipped with pictures and animations packaged in three-dimensional visualization. The product being developed is called "My Home" because this product displays the shape of the house and its parts in three dimensions according to the material. This media is intended for elementary school students to improve the quality of student learning according to their learning style.

## 2. METHOD

This type of research is development using the ADDIE model. Data collection was carried out by recording documents, interviews, questionnaires and tests. The test subjects in developing this thematic learning media, learning design experts, and the target users were teachers and fourth grade students at SD Al Hijriyah. Data analysis used is descriptive qualitative analysis, quantitative data in the form of

information obtained by using questionnaires and learning achievement tests after using learning media products. Quantitative data collected from expert questionnaires in the form of information about English learning obtained from the results of questionnaire responses and inferential statistics. Inferential statistical analysis was used to determine the level of product effectiveness on student learning outcomes before and after using multimedia products. The result of this study is that interactive multimedia is developed using the ADDIE model through 5 stages (analyze, design, development, implementation, evaluation) (Kurnia et al., 2019; Rustandi & Rismayanti, 2021). The analysis technique used to process the data from the product trial results is descriptive quantitative analysis. This qualitative analysis technique is used to process data from the reviews of learning content experts, design experts and learning media experts which will be used as improvements to the product to be developed. and t-test analysis, correlated or dependent t-test analysis techniques. The basis for using this correlated t-test technique is to use two different treatments for one sample. In this study will test the effectiveness of interactive multimedia on student learning outcomes in one group.

### 3. RESULT AND DISCUSSION

#### Result

A result of data analysis is on the development of interactive learning multimedia show that the results of product evaluation are the results of the validity analysis that has been reviewed. The data analysis is presented as follows. The results of the analysis of the validity of the product trial experts which include material content experts, design experts and media experts as well as individual tests and small group tests. The percentage of results data is presented in Table 1.

**Table 1.** Results of Data Analysis

No.	No. Trial Subjects.	Validity Results.	Percentage Qualification
1.	Content Expert Test 96%	96%	Very good
2.	Learning media design test 94.66%	94.66%	Very good
3.	Learning Media Test 96%	96%	Very good
4.	Individual trials 95.88%	95.88%	Very good
5.	Individual trials 95.88%	98.2%	Very good

Base on Table 1, the results of the interactive multimedia validity test obtained by using the instrument obtained a very good average. Product revision is diligence by experts according to input and suggestions to revise the developed interactive multimedia. Revision based on input from content experts, the assessment instrument has a scale of 5 which has a percentage of content experts, namely 96%, this acquisition is in the very good category but still has input and revisions. This means that interactive multimedia is suitable for use with revisions according to what is stated in the assessment instrument. The results of the inputs and revisions that have been presented in Figure 1.



**Figure 1.** Revision by Learning Content Experts

Base on Figure 1 revision based on expert input of interactive multimedia learning media which has been reviewed by media experts has a percentage of 96% which shows very good results which means it is feasible to use. However, from these results there are several parts that must be added and revised. The results of input and revision are show in Figure 2.



Figure 2. Results of the First Revision of Media Experts

Base on Figure 2 revision based on input from learning design experts, interactive multimedia which has been reviewed by media experts has a percentage of 94.66% which shows very good results which means it is feasible to use with additional revisions such as notes that have been given in the assessment instrument. The results of input and revision are show in Figure 3.



Figure 3. Results of the First and Second Revisions of Design Experts

Revision based Figure 3 on individual trials, in interactive learning multimedia trials obtained an achievement level percentage of 95.88% in the very good category, in the comments and suggestions given by students there was no need for revision and from these results interactive multimedia was feasible to use. The revision based on the small group trial results of the interactive multimedia test in the small group obtained a percentage of 98.2% of the assessment, the achievement was in a very good qualification so that the development of interactive multimedia was feasible to use. In student suggestions and comments there is no need for revision. The effectiveness of learning multimedia development The effectiveness of developing interactive multimedia is carried out using the test method in the form of multiple choices. The questions used to obtain data on the results of student learning scores before and after using English interactive multimedia to increase learning outcomes by using a t-test for correlated samples. Before testing the effectiveness of interactive multimedia development products, it is necessary to test the learning outcomes of the test and prerequisite tests with the following explanation. Prerequisite Test Before conducting a correlated t test from the test results, a prerequisite test was first carried out, namely the normality and homogeneity tests. The following is a description of the normality and homogeneity test results. The result of the calculation of the normality test is show in Table 2.

Table 2. Pre-Test and Post-Test Results for Students

No	Pre-test	Post test
1	66	87
2	66	86
3	40	80
4	40	79
5	50	80
6	77	86
7	46	80
8	73	93
9	70	77
10	40	86
11	60	86

No	Pre-test	Post test
12	60	93
13	43	87
14	56	76
15	53	90
16	55	83
17	43	80
18	43	76
19	36	73
20	56	80
21	73	90
22	43	77
23	40	60
<b>Amount</b>	<b>1229</b>	<b>1881</b>
<b>Average</b>	<b>53.49</b>	<b>81.79</b>

Base on Table 2 the normality test was carried out to show that the true sample comes from a normally distributed population. The data normality test was carried out on 23 students from the fourth grade English learning outcomes at SD Al-Hijriyah Kerobokan Badung which were obtained through two stages, namely (1) student learning outcomes before using interactive multimedia (2) students' English learning outcomes after using interactive multimedia. The technique used to test the normality of the data is the Liliefors technique with the help of the SPSS application. The result of SPSS normality is show in Table 3.

**Table 3.** Table of Presentation of SPSS Normality

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
posttest	0.155	23	0.162	0.915	23	0.068
pretest	0.186	23	0.038	0.916	23	0.062

From Table 3 it can be seen that the results of the normality test with a significance value in the Shapiro-Wilk column received a pretest value of 0.68 and a posttest score of 0.062. These results indicate that the significance of the column is greater than 0.05 (using a significance level of 5%) so that both research data are normally distributed.

### Homogeneity Test

After performing the normality calculation, the next step is the homogeneity test. Homogeneity test was carried out to show the level of homogeneity of the two parties taken from separate groups of one population, namely the control group and the experimental group. The data used for the homogeneity test are data derived from the post-test and pre-test learning outcomes. Homogeneity test was analyzed using the f-test (fisher) with the help of SPSS analysis. The presentation of the homogeneity test calculation is show in Table 4.

**Table 4.** Results of Pre-Test and Pest-Test Data Homogeneity Tests

		Levene Statistic	df1	df2	Sig.
nilai	Based on Mean	2.885	1	44	.096
	Based on Median	2.889	1	44	.096
	Based on Median and with adjusted df	2.889	1	40.597	.097
	Based on trimmed mean	2.713	1	44	.107

Base on Table 4 the results of the calculations in the table above obtained the results of the homogeneity test for the significance value variant in the Based on Mean column showing 0.096. This result indicates that the significance is greater than 0.05 so that the research data is declared homogeneous

### Hypothesis testing

After carrying out the prerequisite tests, namely the normality and homogeneity tests and getting the results of data that are normally distributed, the next step is to test the hypothesis with the t-test.

Testing the research hypothesis was carried out using a sample t-test analysis that correlated with the product moment formula and was carried out at a significance level of 5%. The test criteria were that if the calculation results obtained the calculated t-count value  $>$  t table, then  $H_0$  was rejected and  $H_1$  was accepted. The results of the t test are presented in the t-test table with SPSS is show in [Table 5](#).

**Table 5. T-Test Results**

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	pretest - posttest	-28.34783	10.79397	2.25070	-33.01549	-23.68016	-12.595	22	0.000

Based on [Table 5](#) the results of the t-test calculation, it can be seen in the table above that the significance column (2-tailed) is 0.0000. These results indicate that the magnitude of significance is smaller 0.05 ( $p > 0.05$ ), so that  $H_0$  is rejected and  $H_1$  is accepted, which means that there are differences in student learning outcomes before learning using interactive multimedia with a contextual approach and after participating in learning using interactive multimedia.

## Discussion

The research conducted produced interactive multimedia products in English subjects with the theme things in my home. Interactive multimedia developed for fourth-grade students so that it can help when learning, interactive multimedia is in the form of an application which includes pictures, readings and stories, material and quizzes that can be used to measure the extent to which students understand the material. In developing interactive multimedia products, product trials have previously been carried out. The following are the results of reviews from tests by media experts, design experts and material experts, individual and small group trials. The first stage is carried out using the analysis method (Analyze). This stage is carried out by interviewing the homeroom teacher IV, from the results of the interview it is known that the teaching method used is still using the lecture method which causes students to get bored quickly and are not active when given questions and there is a value of students who are below average ([Eren & Coskun, 2016](#); [Sapriyah, 2019](#)). In addition, from the results of observations it is also known that schools have qualified facilities, but there are no supporting learning media. The teaching materials used are still limited in the form of textbooks and LKS (Student Worksheets). The next stage is the design stage (Design). After analyzing and determining media development goals, then designing the product to be made. In its development, a design in the form of a storyboard and flowchart is needed in order to know the framework of the product to be made. The product is designed as well as possible so that students can use it easily and precisely. According to the third stage, namely development (Development). At this stage product development is made according to the material using the right software so that the components can be applied properly. This stage needs to pay attention to the designed design and supporting components such as images, colors and animations that are used in each display so that they can be compiled into a complete application of appropriate interactive multimedia ([Bustanil S et al., 2019](#); [Shebastian et al., 2020](#)).

The fourth stage is implementation (implementation). At this stage the interactive multimedia applications that have been designed and tested by experts will be continued at the individual test stage for fifth grade students. At this stage the test was carried out with three students and nine students to determine the attractiveness and feasibility of the product. The last stage is the evaluation (evaluation). At this stage, an evaluation of the data that has been obtained from the product trials that have been implemented is carried out. Formative evaluation is used, namely evaluation carried out by assessing and measuring interactive multimedia products based on the results of expert tests, individual tests and small group tests that have been carried out. Based on Learning Content, Based on a review by learning material experts, interactive multimedia in English lessons obtains a percentage of 96% which is in very good qualifications. Judging from the aspect of the suitability of the material in the media with learning objectives, the material packaged in this interactive multimedia is in accordance with the concepts that students must master on the Home theme in accordance with the goals set in the curriculum that applies at Al-Hijriyah Elementary School. According to previous study learning media packaged with material that is in accordance with the curriculum provides guidelines for teachers to achieve learning objectives so

that they can explain learning material in a systematic order and assist in presenting interesting material to improve the quality of learning (Nurrita, 2018). Another element that influences this interactive multimedia is the aspect of language. The language used in this multimedia is designed simply according to the development of elementary school age students and the demands of the material. As stated by other study a language must be appropriate to the level of child development so that material is received by children more effectively (Maili & Hestningsih, 2017). The third aspect is the evaluation aspect. The evaluation questions used in interactive learning multimedia are also balanced with the proportion of exercises given and the difficulty of the questions that are in accordance with the competence of the material so that they will be able to provide stimulus, motivation so that students are able to measure their abilities which have an impact on student achievement (Hau et al., 2020; Schunk & DiBenedetto, 2020). Based on Learning Media Design, based on a review by learning media design experts, interactive multimedia obtained an assessment result of 94.66% which is in very good qualifications based on aspects of text clarity, the size of the text used in multimedia is proportional so that it is easily read and understood by students. This is supported by the opinion state that the attractiveness of a product produced can be seen from the design made, cognitive theory which can be obtained through information (Winatha et al., 2018). Besides text, another factor that influences this multimedia is the image used. The images used in multimedia are considered appropriate and interesting so that students can get a clear visualization of the material. As stated by previous study that pictures encourage stimulus for further learning and help focus attention more and develop thinking and improve critical thinking (Marchetti & Cullen, 2015). The third aspect in interactive multimedia is the aspect of presenting the material. The application of material to interactive multimedia is an important factor related to learning media. The material contained in multimedia supports students in speaking and listening skills. According to previous study English material presented in interactive learning multimedia can improve students' abilities because it gives students opportunities to explore material (Sugiharto, 2016).

Based on Learning Media Experts, Based on the results of a review of learning media experts who obtained a percentage of 96% which is in very good qualifications. This acquisition is due to good multimedia in terms of practical aspects. The number of slides in the multimedia is in accordance with the material and is systematic so that it is easy for students to operate. As the opinion expressed by previous study good learning media is learning media that is able to attract the attention of students, in this case the media delivered must also have good attractiveness in terms of packaging in accordance with the material so that the results feel meaningful to students (Widianto, 2021). Through technical convenience, learning multimedia is able to make students absorb quickly the learning material that has been delivered so that students can understand the material. Based on research conducted that interactive Multimedia has a dynamic appearance so that it can be a special attraction for students when compared to reading texts presented in pdf format (Armansyah. & Sulthoni., 2019). Based on the assessment that has been carried out by media experts, it shows that interactive multimedia packaged using animation is attractive to students. This animation support can increase students' imagination with visualization of animations that are presented as aspects of the display contained in multimedia. Another influential aspect is the effectiveness of multimedia with characteristics. Based on the suitability of the characteristics of the developed learning multimedia, it is in accordance with the development of students with a cheerful theme so that it can attract students' attention in learning. This is supported by the opinion that a learning process that is in accordance with the characteristics of elementary school students will be able to improve the quality of learning which has an impact on achieving learning objectives (Hayati et al., 2021).

Based on product trials, after conducting expert tests, the products developed are then tested on students. The trials consisted of individual trials and small group trials. The percentage obtained from the results of the individual trial review was 95.88% and the small group trial was 98.2% which, if classified, was in the very good category. The thing that influences these results is because multimedia has visual aspects that are interesting and easily understood by students, so that students are enthusiastic in participating in learning and are motivated to listen and be active in learning activities. Another aspect that influences the assessment is the learning strategy. The methods contained in the multimedia are able to increase students' knowledge and understanding of the material. This is one of the benefits of interactive multimedia put forward by previous study in general, students will be trained and have higher-order thinking skills if the teacher is able to facilitate them through student-centered learning methods, and is able to instill meaning in the learning process (Maryani et al., 2022). Audio used in interactive multimedia is also included in aspects that can help students learn clearly. The selection of fun audio in this interactive multimedia can arouse students' enthusiasm in taking lessons. According to previous study students can take advantage of the audio media used by the teacher to assist students in improving student independent learning (Mariyah et al., 2021). The last aspect is operation. The navigation buttons in this interactive multimedia support technical and multimedia appearance so that it

is effective and feasible to use because it can be used smoothly and placed in the right position so that it is easy for students to understand its use. Discussion of Interactive Multimedia Effectiveness, The effectiveness of developing interactive multimedia with a contextual approach is carried out by giving multiple-choice sheet tests to 23 fourth grade students at SD Al Hijriyah Kerobokan Badung through pretest and posttest. The pretest is given before the implementation of the material while the posttest is given after the implementation of interactive English learning multimedia. Based on the pretest and posttest values of the 23 students, a correlated sample t-test was carried out. The average value obtained from the pretest is 52.2 and the average posttest is 81.78. The increase in the average student score can be seen based on the students' answers when answering the test. Most of the answers of students who answered incorrectly in the pretest, answered correctly in the posttest. This is due to the use of learning multimedia when delivering material because during the learning process students are more active and understand the material presented. Interactive multimedia supports the learning delivered by the teacher in delivering material to students so that students can be more active and enthusiastic in participating in learning. The research findings show that the effectiveness of this product is supported by the content or content in the media, the content delivery design contained in the media is used to package material and the characteristics of students. These components can help teachers in learning activities that can increase student learning interest. This is in line with the theory that the use of instructional media in the learning process has an important function, namely as a carrier of information and preventing the occurrence of obstacles to the learning process so that the material delivered can be received by students effectively and efficiently through verbal and visual symbols contained in learning media (Tegeh, 2010). The ability of students increases in practicing English skills after using multimedia because the language used is simple, so it is easily understood by elementary school students and is supplemented by videos, supported by opinions state media that can improve students' abilities in English apart from packaging what is interesting is the language used so that it is easy to understand then followed by pictures or animations, so that even though they use English students can interpret the contents of the English learning material (Handayani, 2020).

Positive impact on the way the teacher conveys material through multimedia aids and the way in which students understand the subject matter. This review is due to the ease with which students operate interactive multimedia, revealed that several multimedia-based tools are mostly usually based on images, symbols and navigation which have an impact on teaching with multimedia-based teaching materials using certain methods (Abdulrahaman et al., 2020). The learning content presented in using interactive learning multimedia is regulated based on the concept of student-centered learning in order to be able to stimulate students to be actively involved in learning such as research conducted by other study state that teachers who use media, are given more intensity by students to teachers to be actively involved in learning (Bond et al., 2018). From this assessment it can be concluded that the research entitled Development of Interactive Multimedia with a Contextual Approach in English subjects for fourth grade students of SD AL-Hijriyah Kerobokan Badung obtains significant differences supported by aspects that have been developed in the material and is expected to help teachers in the learning process. Suggestions that can be conveyed based on these conclusions are related to interactive multimedia, namely that students are advised to use interactive multimedia when learning English with the theme of things in my house so that it can help the learning process. Interactive multimedia can be used at any time without the need for internet access and is not limited to space and time and when using interactive multimedia accompanied by an adult at the start of operation. It is suggested to teachers that interactive multimedia can be used in the teaching and learning process. Teachers are also advised to be able to develop learning media as a source of teaching materials to carry out the teaching and learning process using interactive multimedia so that students can optimally understand the material presented. It is suggested to school principals to provide better supporting facilities in helping teachers develop instructional media used during the learning process. To other researchers so that the results of this development research can be used as a useful reference in conducting similar research that is more creative and interesting.

#### 4. CONCLUSION

Interactive multimedia developed in English lessons uses research with development stages using the ADDIE model (Analyze, Design, Development, Implementation and Evaluation). The product developed includes buttons, learning materials, videos and quizzes which are components of interactive multimedia, this application is in the form of software that runs via a computer or laptop device. The interactive media test results obtained from expert tests and product trials are as follows. 1) the percentage results for the level of achievement obtained from subject content experts are in very good qualifications 2) the percentage results for the achievement level obtained from learning media experts



are in very good qualifications 3) the percentage results for the achievement level obtained from learning media design experts in very good qualifications 4) results of individual test percentage product assessment with very good qualifications 5) product assessment results obtained a percentage which is in very good qualifications. From the results of expert tests and product trials, it can be concluded that interactive multimedia in English learning with a contextual approach at SD Al-Hijriyah Kerobokan Badung is feasible to use in learning activities with overall very good qualifications.

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