

LEARNING MEDIA USING MONOSNAP AT SMK NEGERI 1 SUKASADA DURING COVID-19 PANDEMIC

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ABSTRAK

Tujuan penelitian ini adalah untuk mengembangkan media pembelajaran dalam bentuk video menggunakan aplikasi rekam layar bernama Monosnap untuk membantu siswa belajar dalam situasi pandemi COVID-19 dan untuk menambah kosa kata Bahasa Inggris para siswa. Selama proses pengembangan media pembelajaran, peneliti menggunakan metode Desain dan Pengembangan (D&D) yang dikemukakan oleh Richey dan Klein (2007). Pedoman wawancara, kuesioner, dan pertimbangan ahli merupakan instrument yang digunakan untuk mengumpulkan data pada research ini. Subjek penelitian ini adalah para siswa SMK Negeri 1 Sukasada yang terletak di Kabupaten Buleleng, Bali utara. Hasil penelitian mengindikasikan bahwa media pembelajaran ini relevan dengan delapan belas kriteria media pembelajaran berbentuk video yang baik. Tidak hanya itu, media pembelajaran ini juga dikategorikan sebagai sebuah media pembelajaran yang baik. Media pembelajaran berbentuk video ini merupakan media yang sangat dibutuhkan untuk membantu siswa belajar selama situasi pandemi COVID-19 dan untuk menambah kemampuan kosa kata Bahasa Inggris para siswa.

ABSTRACT

The purpose of this research is to develop learning media in the form of video by using screencast application named Monosnap to assist students learned English during COVID-19 pandemic and increase their vocabulary skill. In the process of developing the learning media, the researcher applied Design and Development (D&D) method proposed by Richey and Klein (2007). Interview guide, questionnaire, and expert judgment were instruments used to collect the data in this research. The subject of this research was students of SMK Negeri 1 Sukasada in Buleleng regency, North Bali. The result indicated that the learning media made by Monosnap was relevant to the eighteen criteria of a good learning media in the form of video. Not only that, but it was also categorized as a good media. The learning media in the form of video was a necessary media to be used to assist students learned during COVID-19 pandemic and increase students' vocabulary skills.

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1. Introduction

Teacher is one of the main components of learning and teaching activity. In a face-to-face class, usually teachers share their material through some medias. PowerPoint, black or whiteboard, or directly (oral way) are usually used as the media to share the knowledge. As time goes by, the educational field influences by technology. The media that used in learning and teaching activity is slowly changing. Teacher can share their material through online media such as free screen recorder, PowToon, and other media.

Under this COVID-19 pandemic, everyone is faced with various kinds of challenges in particular fields. In this situation, technology has the important role because nowadays, searching for learning sources is an easy thing. With the help of technology, the learner can easily search for learning sources anytime and anywhere. Ammanu (2016) stated that technology has also helped transition from the face-to-face learning method to fully online. The implementation of online learning is carried out by teachers using different online learning media. In addition, the use of media in learning will increase the effectiveness of learning. The use of learning media in the teaching and learning process can generate new desires and interests, and generate motivation to learn (Arsyad, 2014). Learning media can improve student learning processes that are expected to improve the students' learning outcomes. In the other hand, Arsyad also stated that the use of media in learning will increase the effectiveness of learning

During the teaching and learning process, the way teacher delivers the material to students plays the important role. Dewi (2016) argues that the difficulties and failures faced by learners arise not only from learners' lack of skills, but that there are also other factors that are external to learners' success in learning for the student, one of these is the lack of attention from the student when the teacher explains that the media used are less attractive and do not quite match the curriculum. An app that can show how the teacher explains the material directly and can be viewed at any time is needed.

In SMK Negeri 1 Sukasada, the researcher had conducted short interview to some teachers and find out the online learning process was interrupted because students could not fully understand the material delivered by teachers because they used to watch their teacher in the class and that way made students easier to understand the material. The teachers usually used e-learning platform to distribute material and home assignments, but students felt they did not understand any of those material to answer the assignments because the teachers did not give explanation about them which was usually the teachers explain the material first in front of the class then distribute the assignments.

Monosnap is a screen capture recording application which can record the computer screen with the cam at the same time. Besides that, Monosnap is the application which able to record which screen that user want to use or show all the activities done in the computer's screen which can also be able to create a learning video. This application also offers free hosting for videos we make and after making recording, the users can share it to YouTube or other application needed.

Vocabulary can also be taught using video as a learning medium. According to Harmer (2001), video can be helpful in learning English vocabulary. When audio-visual learning is used during online learning, students are not only hearing but also seeing the material. In this example, students can see the objects of particular language through video created by Monosnap. As an outcome, students will be able to fully understand and learn vocabulary through learning video (Harmer, 2001).

Based on the explanation above, SMK Negeri 1 Sukasada was chosen as a place to conduct this study because this school needed an application which could help teacher delivered the material like in the classroom, so students would be highly motivated in learning. Monosnap is screen recorder application which is proper for teachers to record the way they explain the material because of its simplicity. It also can be integrated with online learning platform like Google Classroom. Therefore, the researcher developed a learning media in the form of a video made by screencast application named Monosnap to help the teacher in teaching English during COVID-19 and to increase students' vocabulary skill at SMK Negeri 1 Sukasada.

2. Method

This research focused on developing learning media using Monosnap to teach English for students in SMK Negeri 1 Sukasada. This study used the Design and Development (D&D) model as defined by Richey and Klein (2007) that D&D model was the systematic study of design, development, and evaluation.

The subject of this study was 11th Multimedia 1 of SMK Negeri 1 Sukasada in Buleleng Regency. The researcher chose Multimedia class because this study was related with learning media which was still related for Multimedia class. The researcher also chose 11th grade because the 10th grade was still new in this school and the 12th grade students were quite busy to face UN and focused to graduate from the school. The object of this study was learning media by Monosnap for 11th grade. This learning media is in form of audio-visual media (video) which was produced by screen recorder. The researcher chose Monosnap as the screen recorder app because this screen recorder was free and easy to use. After that, the researcher started to develop Monosnap screen recorder as the learning media based on the blueprint in the design stage. There were three activities done in this stage, such as: making the material, developing the learning media using Monosnap, and editing the video (cutting and adjust the visual). The last, the final product was evaluated through two kind of expert judgments, they were content validity judgement and the quality judgment evaluation which was conducted to rate the quality of the media.

There were four methods of data collection in this research. There was interview, document study, questionnaire, and judgment of the expert. The first method of data collection is the interview. Interviewing is the oral collection of data from respondents. The aim is to collect in-depth information, this type of data collection is suitable if the number of participants is not too large. Document study is the second method of data collection. According to Sukmadinata (2010) document study is a data collection method aimed at collecting and analyzing the document. This study used this method to obtain data on the scope of the material or subject. The data were obtained from the syllabus and lesson plan for second year students in the second semester, which will then be used as content to put into the media. The next method is questionnaire. Questionnaire is a method of data collection that consists of a series of questions and other prompts given to the respondent in purpose to collect the information needed. The questions are divided into two types, such as open-ended question and close-ended question. An open-ended question consists of questions that lead the respondent to formulate his/her answer while a close-ended question consists of questions that ask the respondent to pick or give a checklist to the question or statement given in the questionnaire. The last method to collect the data is assessing the quality with expert judgment. The rubric used in this study would be assessed by three judges, two lectures from English Language Education and one teacher from SMK Negeri 1 Sukasada. The aim of this rubric was to judge the quality of the learning media.

Table 1. Rubric of Expert Judgement

Number	Criteria	Description
1	Material Suitability	The topic is relevant to the students' daily life
2		The video uses appropriate words and suitable with the topic
3		The video uses appropriate phase and suitable with the topic
4		The new material is well and systematically arranged (graded and trace)
5		The new material gives examples or model that is suitable to the topic
6		The new material overall prioritizes the students' participation
7		The scope of the material is in accordance with the basic competencies that is wanted to be achieved
1	Physical Design Suitability	The video uses consistent writing type

2	The video uses space, such as writing title space with the first row, title space to the main text
3	The video uses layout and consistent or similar typing, from typing pattern to typing margin
4	The material is mapped from the easiest to the hardest
5	The video uses clear material mapping in describing limitation of the material
6	The materials are presented systematically to make students easier to understand
7	The materials are delivered in interesting way
8	The materials are presented by using various pictures
9	The materials are presented by using various colors
10	The video uses font type that is easy to be read
11	The font size is enough

Source: Tomlinson (1998)

The research used qualitative as well as quantitative to collect the data. The results of the interview, questionnaire and documentation analysis were analyzed qualitatively. To analyze the rubric of expert judgment, the quantitative one was used. The data gained from expert judgment rubric was the quality of learning media made by Monosnap and it would be analyzed quantitatively using the formula from Nurkancana and Sunarta (1996)

3. Finding and Discussion

There were three steps in conducting the research. The first step was Design which researcher gathered information from questionnaire, teacher interview, syllabus analysis, and drafting. The researcher did interview with one of English teachers in SMK Negeri 1 Sukasada. This interview aimed to figure out what media was used, and problem was faced by the English teacher during pandemic. The results were: (1) The teacher used IT in the learning activity such as google form, (2) The problems faced by students in online learning were signal and data, and (3) The implementation of IT in learning process. The researcher also conducted questionnaire to know the students' learning style. The results were: (1) Students need a media to learn English, (2) Students were easy to understand if teacher gave them direct material, and (3) Students liked to learn English through audio-visual media. The last information was obtained from syllabus analysis. The teacher was asked to fill the syllabus checklist. The teacher chose three topics namely: (1) Report Text, (2) Analytical Exposition Text, and (3) Procedure Text from the second semester to be developed. Before designing the draft of the media, the researcher designed a blueprint that considered the problem faced from the result of interview, result of syllabus analysis, the theory of good learning media, the students learning style, and empirical studies. After accomplishing the blueprint of the supporting material, the researcher started to collect material needed.

The development of the learning media using Monosnap was divided into three parts, namely: making material (slide) for presenting the material, recording the learning material explanation using Monosnap, and editing the video. The material of procedure, report, and analytical exposition text were in form of PowerPoint slide. There were some steps in making the PowerPoint. The material that already in form of PowerPoint slide would be processed to be an audio-visual media by Monosnap screencast. After that, the video was edited by a video editing application namely WondershareFilmora. In this step, the audio-visual media would be adjusted and exported.

In the evaluation, the learning video was judged by using two kinds of expert judgements, they were content validity judgement and quality judgement. The quality judgement was used to judge the content of

the learning video made by Monosnap based on the criteria of good learning media rubric adapted from Tomlinson (1998). The quality judgement was filled by two expert judges who were lecturers of English Language Education UNDIKSHA. The 18 criteria in content validity judgement were judged by the expert judges to check the relevance of the learning video. The result of the content validity rubric was analyzed by using Gregory formula:

Table 2. Gregory Formula for Content Validity Judgement

Judge 2	Judge 1	
	Irrelevant	Relevant
Irrelevant	A=0	B=0
Relevant	C=0	D=18

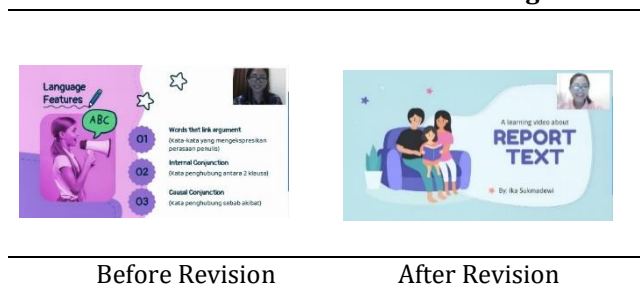
Gregory Formula:

$$\text{Content Validity} = \frac{D}{A + B + C + D}$$

$$\text{Content Validity} = \frac{18}{18} = 1$$

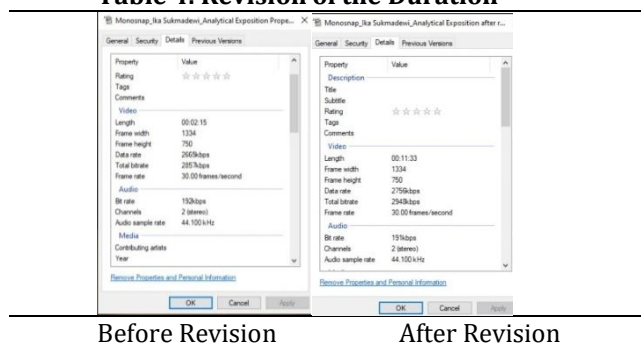
The result of content validity judgement showed that the content in the learning media was highly relevant to eleven criteria of a good learning media in form of video with minor revision. Based on the revisions given by the expert judges, there were four things about the learning media content that were revised, such as: (1) the video's brightness, (2) duration, (3) punctuation, and (4) Content. The brightness of the video was revised because the face camera was too dark which made the speaker face could not be seen clearly. After adjusting the brightness of the video became higher, the face of the speaker was visible and bright. The result of before and after revision could be seen in table 3 below.

Table 3. Revision of the Video's Brightness



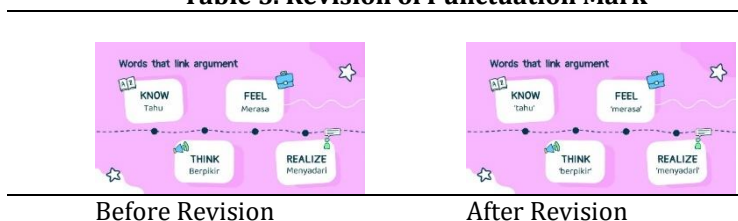
Before revision, the duration of the time was about two minutes. However, after being discussed with supervisor, the duration of the video was made longer. The video was made longer to add more explanation about the learning material and gave more example of vocabulary. The result of before and after revision could be seen in table 4 below.

Table 4. Revision of the Duration



The font of both English and Bahasa Indonesia vocabulary was the same. The font of English vocabulary was typed in different font after being revised. Meanwhile, Bahasa Indonesia vocabulary should be type in the middle of apostrophe. The result of before and after revision could be seen in the table 5 below.

Table 5. Revision of Punctuation Mark



The content before revision still had some deficiencies. The material was still in the form of teacher centered learning and was less interesting. Therefore, the content was changed to be more student centered learning and interesting. Besides, the researcher gave some supporting material such as stakeholder of the text.

Table 6. Revision of Content



The quality judgement was used to rate the quality of the learning media whether it was already good or not. The quality judgement was filled by three expert judges. The expert judge 1 and 2 who were lecturer of English Language Education UNDIKSHA and expert judge 3 who was the IT teacher in SMK Negeri 1 Sukasada. The results of the quality judgement were measured by using Nurkancana&Sunartana (1992) formula. The Nurkancana&Sunartana (1992) formula could be seen on table 6 below.

Table 7. The Criteria in Rating the Quality of The Product

Score	Creteria
$X \geq Mi + 1.5Sdi$	Excellent
$Mi + 0.5Sdi \leq X < Mi + 1.5Sdi$	Good
$Mi - 0.5Sdi \leq X < Mi + 0.5Sdi$	Average
$Mi - 1.5Sdi \leq X < Mi - 0.5Sdi$	Below average
$X < Mi - 1.5Sdi$	Poor

Description:

$$M_i = \frac{1}{2} (\text{Score max} + \text{score Min})$$

$$S_{di} = \frac{1}{3} (M_i)$$

x = Mean

M_i = Mean Ideal

S_{di} = Standardeviasi ideal (Standard deviation)

There were 18 criteria equipped with the score in quality judgement rubric which were used by the experts to rate the quality of the learning media in form of video. The minimum score was 1 and the maximum score was 5. Therefore, the minimum accumulated score was 18 and the maximum accumulated score was 90. After finding the minimum and maximum accumulated score, the next step was found the M_i and S_{di} to get the rate score of each criterion in Nurkancana&Sunartana (1992) formula. It was obtained by calculating the formula below.

$$M_i = \frac{1}{2} (\text{Score Max} + \text{Score Min})$$

$$S_{di} = \frac{1}{3} (M_i)$$

Based on the formula, the result of M_i and S_{di} will be:

$$M_i = \frac{1}{2} (\text{Score Max} + \text{Score Min})$$

$$= \frac{1}{2} (90+18)$$

$$= \frac{1}{2} (108)$$

$$= 54$$

$$S_{di} = \frac{1}{3} (M_i)$$

$$= \frac{1}{3} (54)$$

$$= 18$$

The result of M_i and S_{di} were put on the formula provided in the table to find out the rating score of each criterion of Nurkancana&Sunartana (1992) formula which were excellent, good, average, below average, and poor. The detail calculation of the formula could be seen as followed.

Table 8. Rate of Score

Score	Criteria
$x \geq 81$	Excellent
$63 \leq x < 70.5$	Good
$45 \leq x < 63$	Average
$27 \leq x < 45$	Below average
$x < 27$	Poor

After finding the accumulated score for each criterion in Nurkancana&Sunartana (1992) Formula, the result of each quality judgement by the experts and the users were measured. The results were: (1) the total score of the quality judgement given by the first expert judge was 73 which categorized as excellent, (2) the total score of the quality judgement given by the second expert judge was 73 which categorized as excellent, (3) the total score of the quality judgement given by the third expert judge was 70 which categorized as good. Conclusively, learning video made by Monosnap was categorized as a excellent media.

As it was stated, the purpose of conducting this research was to develop screen recorder Monosnap as media to teach English for eleventh grade students of vocational school. The media was in a form of screen recorder video that is uploaded on WhatsApp Group. It was also developed based on syllabus analysis, material consultation, and also media development.

In the finding, several data were obtained. Based on the result of interview, the English teacher stated that PC, smartphone, and some learning media were the tools to support the learning activity in the class. It meant the English teacher was used to use ICT in teaching English. Several media that the English teacher used were melajah.id, google form, google classroom, quizzes, and YouTube. Based on several statements obtained, the video uploaded on YouTube was made by teacher English itself. This was related to ÇAKICI (2016) explained that ICT is a valuable and innovative teaching tool enhancing EFL learning.

Moreover, based on the teachers' interview, the English teacher also faced some problems in teaching English using ICT. There were two big problems stated by the English teacher. First problem was the students do like face-to-face class because the students could see the teacher. It meant teacher teach the student directly. Besides that, signal is the other problem that often faced by the students. In order to minimize the problem, the English teacher would give the students more flexible time to do their works. It was related to ÇAKICI (2016) that stated the integration of ICT in classrooms can also bring certain disadvantages.

The last question of the teacher interview was explained that the students usually studied by themselves. The English teacher in the beginning of class would give the example of the material. After that, the English teacher asked some questions to trigger the student's motivation to learn. Then, the students would do discussion by themselves. This activity was conducted in WhatsApp Group. It was related to Loukotkova (2011) that stated young learner's attitudes toward English language learning. Thus, screen recorder video could be a good innovative teaching media for teaching English in the COVID-19 pandemic situation.

In line with the result of teacher interview, the result of students' questionnaire also resulted that the students needed a supporting media to support them in learning English in this COVID-19 pandemic situation. The result can be seen in table 9.

Table 9. The Result of Questionnaire

No	Questionnaire	Result (%)
1	Reading a book	45,7%
2	Observing pictures	60,0%
3	Watching video	88,6%
4	Listening to teacher's explanation	62,9%
5	Using English textbook	51,4%
6	Using students' worksheet (LKS)	57,1%
7	Using dictionary	71,4%
8	Using exercise	68,6%
9	Students needed learning media in learning English	94,3%
10	Students were interested in learning English if there was a learning media in the form of video	97,15%

From those results, it was found that audio-visual media was a necessary media for learning English. By using audio-visual media, students can increase their vocabularies. Thus, it can be concluded that eleventh grade of vocational school students needed an audio-visual as a media that can assist students to understand the meaning of words as well as develop their literacy skills.

Based on the teacher interview and students' questionnaire, it was found that several students were still struggling because they preferred to study face to face. Besides, it was found audio-visual media was an appropriate media needed by the students in this pandemic situation. It was linked to ÇAKICI (2016), who said that integrating ICT in schools might have certain downsides. To address this issue, the teacher attempted to get the students to participate in online learning so that they would keep knowledge of the subject matter, even if it was difficult for them. Thus, this current study developed an audio-visual media using screen recorder app Monosnap for the eleventh-grade students. In the findings, the audio-visual media using screen recorder app Monosnap was already developed based on DnD model proposed by Richey and Klein (2007) which consisted of three steps, such as designing, developing, and evaluating. The result was in the form of audio-visual which contained a theme based on the eleventh-grade vocational school students' English syllabus.

In the designing step, the researcher gathered the information of teacher interview, questionnaire, and syllabus checklist. Then, the researcher used that information to do the next step in designing media as drafting. Before designing the draft of the media, the researcher designed a blueprint that considered about the problem faced from the result of interview, result of syllabus analysis, and the students learning

style, In this case, the blueprint of the media was being developed through considering and analyzing comprehension data and information from the identified problems, syllabus analysis, theory of good media, and empirical studies as supporting theories. After accomplishing the blueprint of the material, the researcher was starting to collect material needed. The blueprint of the media in the genre text topic consists of procedure, report, and analytical exposition text. In this case, considering the second-grade level of vocational high school, the supervisor and the English teacher in SMKN 1 Sukasada suggested that vocabulary, structure, language feature, and example of genre text topic would be enough to be developed. After the materials have been arranged, then the researcher continued to create complete blueprint for the media. The blueprint consisted with the step and the detail material that should be added in every slide.

In developing learning media in form of video made by Monosnap, the researcher conducted some consultation with the material expert and media expert such as supervisor and teachers in SMK Negeri 1 Sukasada. There were some revisions given during the development of the video. In this case, during Covid-19 pandemic, students were not able to come to the class and should learn from home. It made students lost interest in studying because they used to watch their teacher explaining the learning material. Thus, the researcher wanted to create a good learning media in form of video in order to make the students feel like watching their teacher explaining the learning material in front of the class and also made the students enjoy with the learning video. Considering this, audio-visual made by Monosnap screencast had a simple operation and had the explanation that designed as simple as possible. Besides, it has PowerPoint slide which colourful and full animations that made the video more interactive and could engage the student's interest. This was in line with the findings of Ristyani et al. (2020), who found that using pictures as media can boost students' willingness to learn vocabulary.

In the last step was about evaluating the learning media. the learning media content was judged by using content validity judgement. There were two expert judges in content validity judgement. The first and second expert were an English expert. The result of the content validity judgment showed that the learning media was highly relevant with the criteria of a good audio-visual media which was adapted and modified from Tomlinson (1998). The result of content validity judgement showed that the content in the learning media was highly relevant to eleven criteria of a good learning media in form of video with minor revision. Based on the revisions given by the expert judges, there were four things about the learning media content that were revised, such as: (1) the video's brightness, (2) duration, (3) punctuation, and (4) Content.

The learning media was judged in order to rate the quality of the learning media by using quality judgement. There were three expert judges in order to judge the learning media. The result of the quality judgement was measured by using Nurkencana&Sunartana (1992) formula. The total score which was 216. Based on those total scores, it can be concluded that the audio-visual media made by Monosnap screencast was categorized as an excellent media.

However, the product of current study had differences with those previous studies. The audio-visual media made by Monosnap screencast was not only developed for helping 11th grade students to learn English, but also assisting their vocabulary skill. This was in line with the findings of a research being done by Heriyanto (2015), which found that learners' vocabulary achievement improved after watching a video. The learning media also had PowerPoint slides as its learning material which were different with the previous studies audio-visual media. The audio-visual media made by Monosnap screencast provided vocabulary table in order to help the students increase their vocabulary skill. Moreover, the dictionary was specifically developed for 11th grade students which can be used whether by urban or rural vocational school. Thus, the product which was the audio-visual media made by Monosnap screencast had novelties from those developed media by previous studies.

4. Conclusion

From the data analysis, it can be concluded there was learning media for vocational high school students in the form of video made by using Monosnap App. The content of the video was supported by various apps such as Microsoft Word, Power Point, and media such as pictures. On the bottom right

corner, there was a camera of the speaker who explained the material. The video was designed as creative as possible to enhance students' learning motivation and to make students learn English as if they watched their teacher explained in front of the class. Another benefit of this learning media was it could be accessed anytime and repeated as many as the students want. In classifying the rating of the media, the formula which was adopted from Nurkancana & Sunartana (1992) was used. Based on the result from media expert judgement a learning video made by Monosnap was categorized as excellent. Therefore, this media was proper to use in teaching English for students in online learning during COVID-19 pandemic.

Based on the research that had been conducted, some suggestions are. It is suggested for the students to use learning video made by Monosnap as a media to practice vocabulary skill. Furthermore, by providing them a way of learning as if they watch their teacher explain the learning material, they are still motivated to learn even though they cannot conduct face to face learning. It is suggested for the teacher to deliver the material with video made by using screencast app because it can help teacher to explain the learning material even though he/she cannot attend the class. It is suggested for the institution to use the product of this research as additional material in teaching the prospective teachers about developing screencast app-based video as learning media for vocational school students.

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