Designing English Learning Media
for Junior High School Students Using Adobe Flash

Athiyah Salwa[a], Hafiza Ghassani[b]

[a] Faculty of Academic Studies, Universitas Sains dan Teknologi Komputer. athiyah@stekom.ac.id
[b] Faculty of Academic Studies, Universitas Sains dan Teknologi Komputer. athiyah@stekom.ac.id

ABSTRACT

Nowadays, it is important to shape students into autonomous learners since technology and the internet rise massively. Post-pandemic era makes learning English more flexible. It can be done through various kinds of media such as social media, online quizzes and courses, and many applications that support students to be autonomous. Making students to be autonomous learners means they can study with their external motivation by which they can feel motivated and unlimited of time and place. It aims to increase students' motivation and awareness of learning Procedure Text for Junior High School students from an integrated application of material and assessment. The research method was Research and Development, in which the writer will develop software for English teaching media. English teachers can use this application to teach Procedure text because the result shows an improvement in students' achievement and motivation compared to the pre-test conducted before the treatment is given. Product testing on the interface and the material presented in the application showed that students' learning outcomes increased, and satisfaction or interest in English subjects had a significant impact. Both were obtained from the post-test conducted and also observation of the learners.

Keywords: English Learning Media; Procedure Text; Adobe Flash.

1. Introduction

Technology is now increasingly developing in which the new technology replaces the old ones. It is certainly beneficial for all circles of society. Technology has also become a part of life as it facilitates human needs in communication and in living an easier and more efficient way of life. One of its benefits is in Indonesian education. One of which is for teachers to deliver materials or lessons to students. Using good learning media while conducting the lessons has a good impact on students as the students will easily understand the materials provided.

A language classroom needs teaching media that support English teaching and learning (Hartini et al., 2017). Learning media is a tool used by a teacher; therefore, what is conveyed should encourage students' thoughts, attention, motivation, and interest in the learning process. Learning media is also currently used by teachers to carry out the learning process. By that, the Language Teaching Media course plays an important role in preparing students to become innovative and creative teachers. Materials taught in the Language Teaching Media course varied from time to time (Angelina, 2018). For this reason, teachers need to adjust the types of learning media in their teaching style to nowadays learning style, which emphasizes most on visualization

(Wahyuni & Tantri, 2020). The use of learning media at the learning orientation stage will greatly assist the effectiveness of the learning process and the delivery of messages and lesson content (Ediyani et al., 2020).

Learning media is an easy way to convey material to students and to explain or visualize material that is easier to understand using verbal speech. This is due to technological advances and students are likely familiar with technology from an early age nowadays. To embrace the 21st-century challenges, they need to serve learning solutions in the frame of qualified literacy and imposed digital media education (Syahdan et al., 2021). The learning process is a process of communication that contains five components of communication: teachers (communicators), learning materials, learning media, students (communicants), and learning objectives. Therefore, learning media refers to everything that can be used to channel messages (learning materials). It helps students stimulate attention, interest, thoughts, and feelings of students in learning activities to achieve learning goals (Hikmah, 2019).

Students as second language learners need a teacher's guide to find adequate English vocabulary learning media (Octaviani & Sari, 2022). Examples of learning media in education include computers, playing cards, pictures, and others. Using images can make it easier for students to understand the material provided. This is because the images are considered interesting and fun media for students. Learning media can also be used at any level of education, starting from kindergarten, elementary school, and secondary school. However, not all levels of education have interesting learning media. Interesting learning media can be a learning aid for students.

In its development, English in Curriculum 2013, which was limited, especially at the elementary school level, with a curriculum change, namely the Merdeka Curriculum, has a unique appeal to parents of current students. English in elementary school will not be taught as a subject anymore. This decision came from a consideration that young children should know their mother tongue better than other languages. Parents of students already understand the importance of using and mastering foreign languages in everyday life. It happens because of the influence of the rapid penetration of the use of technology and the rapid influence of the internet in today's life. English is considered a requirement to increase competitiveness at the global competition level.

As English is a compulsory subject that is taught starting from the junior high school level, it needs adequate provision before students enter the junior high school level. For this reason, today-educational institutions generally managed by the private sector, have implemented, and included English as a compulsory subject, not only as local content. English has the urgency to be taught in line with Bahasa Indonesia as the National language. English is included in foreign language material that has been introduced since elementary school. In addition, kindergartens or pre-schools (TK) also likely include English as a foreign language as enrichment material(Nurnaningsih, 2021).

Nowadays, English is one of the most awaited subjects by students. This is due to the massive influence of social media, therefore, English has become a language that is quite familiar to be used daily by students. A new language is usually introduced, understood, practised, and automatized orally and aurally. Therefore, the solution to foreign language learning is to focus on words and interaction (Bewafa, 2015). Although the use at the informal level is only limited to code-mixing and following trends in the speaker's environment, at least many students can understand simple sentences. However, sometimes they merely feel bored and find that English is too difficult to learn because they have low motivation due to the way of teaching that also influences learners' motivation (Mardiana et al., 2021). Teachers tend to use traditional media such as puppets, reality, or pictures that make learners bored with learning English. Language Teaching

Media is designed to provide the students with theories on language teaching media and the opportunity to create innovative teaching media (Angelina, 2018).

In non-English speaking countries, students usually have weak performance in English teaching-learning. Students' weaknesses in English language learning are the result of the differences in social contexts, and cultural environments (Arianti, 2021). However, this does not necessarily interest students in learning English every hour. Teachers need to combine the use of interactive learning media, one of which is visualization in the form of videos, games, or infographics (Ciptaningsih et al., 2021).

Putting the difficulty of providing foreign language lessons, English subjects have been given to students at the elementary, junior high, and high school / vocational school levels. At SMP Negeri 24 Semarang, the English learning system still uses Microsoft PowerPoint. The presentation slides still lack images, animations, and sounds that can make the presentation slides more interesting. In addition, the appearance of the slides is still considered less attractive because it still uses the default design of the application. To provide facilities and learning media that are more interesting than slides with PowerPoint, researchers try to develop these learning media to be more interesting. It is easier for the digital native Generation Z to learn something by using project-based learning designed according to their interests. The development of this application is integrated with audio-visual learning, in which this application is equipped with voice-over, eye-catching material display, and equipped with self-assessment.

The development of animated videos for descriptive text learning in English subjects is classified as the development of audio-visual technology based on the concept of learning technology using instructional design, namely through the planning, production, and evaluation stages. The type of research used in this research was the type of research and development or Research and Development (R&D). Likewise, student assessments stated that the design had a positive response. The animated video consisted of 4 videos, namely an introduction video of Basic Competencies, Indicators, and Learning Objectives. They include a video containing pictures of historical buildings that serve as a stimulus, video explanations related to the descriptive text material, and a matter of writing.

Several research results are relevant or related to this research conducted by two researchers. First, Erna Susilawati, in her research entitled "Design of Interactive English Multimedia Learning Method Development," has found that using digital learning media greatly improves students' performance (Susilawati, 2018). She developed teaching media using Adobe Flash C3 to design a learning media using Adobe Flash CS3 on English subjects, including material and quizzes. This research aims to package English subjects to be fun so that students are interested in learning English. The advantage of this program is that it is easy to operate quizzes packed with interesting games, and the lessons raised are also quite diverse. The weaknesses of this program are the appearance and images that need to be more integrated with the background. The colour selection for the buttons and background could be more suitable, making it easier to read.

The second research was conducted by Bakti(Bakti, 2016) He developed an educative game to teach English for Grade 1 of elementary school. The program design includes educational games and learning media to introduce English lessons to Grade 1 students. The purpose of this research is to entertain students by playing the game; it can also sharpen students' awareness (Bakti, 2016). The advantages of this program are that the program is easy to operate and is equipped with educational games. The disadvantages of this program are the appearance of icons, buttons, and layouts that could be neater and more attractive. The page title displayed on the guess the picture game needs to be visible. Sulistyowati conducted similar research by which students taught using

PowerPoint for Procedure Text. This Classroom Action Research had a success rate where participants could reach the KKM of more than 85% (Sulistyowati, 2018).

Relating those researches aforementioned to this research, one can find a similarity, namely the design of English learning media as a tool in the learning process of English subjects. Some pivotal things are not included in the sphere of objectives and analysis at the previous two journals aforementioned, namely in the appearance and layout, and the selection of colours for the program design could be more attractive. Therefore, the researchers designed a learning media with a more attractive and suitable layout and colour selection to attract students' attention and interest in learning. This learning media can also be used for the autonomous learner or in a class in which it is situated in an online class or virtual learning. One of its advantages is that virtual learning can be flexible anytime and accessible everywhere (Arumsari & Octaviani, 2021).

Virtual learning as well as online learning will be easier to do if it is supported by a good user interface. The subject matter is presented with attractive visualization and arranged with illustrations that make it easy so that no oral explanation is needed as well as offline learning. The display of the subject matter is generally presented in the form of infographics as found in many social media accounts or online learning media. Infographics are designed to get an information-rich display. Both are used to present learning objectives and materials. Then to complement the material at the beginning, the resulting learning media is also equipped with assessment and measurement of understanding in the form of games at the end of the application. This media can still be developed for other materials and has the potential to be developed even better. Based on the aforementioned problems, the researchers then assumed that better visuals of learning media would improve learning goals and students' performance during and at the end of the lessons. Therefore, the researchers were interested in writing "Designing English Learning Media for Procedure Text using Adobe Flash."

2. Methodology

This research uses the Research and Development method. Educational research and development (R & D) is a process used to develop and validate educational products. In this study, the authors used the ADDIE model. ADDIE model was chosen because it is a recommended development model for developing learning tools (Mardiana et al., 2021). This study adapted the ADDIE model from Richey & Klein (2014), which stands for Analysis, Design, Development, Implementation, and Evaluation. It is a guide to developing the learning video for elementary learners. This model is commonly used to produce an effective design in the field of developing the media (Wahyuni & Tantri, 2020)

Figure 1. ADDIE Model

The steps of this process are usually referred to as the R & D cycle which consists of studying research findings pertinent to the product to be developed. The next step is developing the product based on the finding, field testing in the setting that will be used eventually, and will be revised to correct the deficiencies found in the field-testing stage. It indicates that the product meets its behaviorally defined objectives (Borg, W.R. & Gall, M.D. Gall. (1983). Educational Research: An Introduction. Fifth Edition. New York: Longman., n.d.)

The first phase of the ADDIE model called the analysis phase, was to analyze the seeking of the main problem in the physics learning process. Hence, the learning outcome, learning material, and learning assessment should be based on Indonesia's Curriculum 2013 for Junior High School (Gusmida & Islami, 2017).

In learning technology, descriptions of the procedures and steps of development research have been widely developed. Borg & Gall state that the development research procedure consists of two main objectives, namely: (1) developing the product and (2) testing the effectiveness of the product in achieving the objectives (Hendarto et al., 2019). Borg and Gall proposed a series of steps to be taken in this approach, namely "research and information collecting, planning, develop a preliminary form of product, preliminary field testing, main product revision, main field testing, operational product revision, operational field testing, final product revision, and dissemination and implementation."(Borg, W.R. & Gall, M.D. Gall. (1983). Educational Research: An Introduction. Fifth Edition. New York: Longman., n.d.)

As the study adopted R&D for its methodology, the first objective is referred to as the development function, while the second is called validation. Thus, the concept of development research is more accurately defined as a development effort accompanied by its validation efforts. The methods used by the author in collecting data are interviews, observation, and literary study. The literature study research activity was done to describe, and interpret a concept of both models, then connect it, and form conclusions as the purpose of this study, namely to form an interactive multimedia development model in schools (Aka, 2019). An interview is a conversation between two or more people involving a speaker and the interviewer. In this case, the researchers interviewed the English teacher.

The researchers designed English learning media, including Procedure Text material for Class IX Semester 1, which is designed using Adobe Flash CS6. This learning media is expected to facilitate the learning process in Class IX H. Analysis of system requirements is very necessary for supporting the performance of the product to be made (Rejeki, 2018). System requirements support the formation of the objectives of a product, in this case, the creation of English learning media. The next stage is designing the system. There are steps in making the system design so that an Adobe Flash-based learning media about English subjects about the material will be created.

The next stage is to design the interface or appearance of the application. At this stage, the initial design of Adobe Flash-based English learning media products is expected to facilitate the author's design of learning media. The system testing stage was conducted to test the feasibility of applying learning media as a tool in the English learning process at SMP Negeri 24 Semarang, measured based on media and material experts' assessment (validation). User ratings of media profiles were declared appropriate to be used. From the results of the T-Test, the video animation showed a significant difference before and after. It proves that the treatment had successfully achieved the targeted object as the researchers assumed at the beginning of the study. The post-test score was getting better and confirmed that there was a strong effect of using animated videos on learning descriptive text. The amount of influence was analyzed by using the effect size. It can be

concluded, that the results of the effectiveness test indicated that this animated video was feasible to be used in descriptive text learning in English subjects (Ciptaningsih et al., 2021).

3. Result and Discussion

In this discussion, the application designing process will be presented in a structured manner. The development and design process of this application consists of three stages. The first stage is the design and preparation of materials. The material displayed in this application is obtained from the results of the 2013 Curriculum literature study and the material taught per the syllabus. In Procedure Text material, two types of discussion will be displayed. They are the Generic Structure and Language features of Procedure Text. Researchers have conducted literature studies on valid sources and documents. This material is then analyzed by the teacher and validated to be designed.

The next process is to design the components that will be displayed as a visualization of the material. In this process, the researchers used the CorelDraw X7. The picture below compares the designing and producing progress and the result of learning media for Procedure text created using Adobe Flash. The figure below is the display design process on each page, which is contained in the learning media made using CorelDRAW X7. The method of making using this application can be seen as shown below:
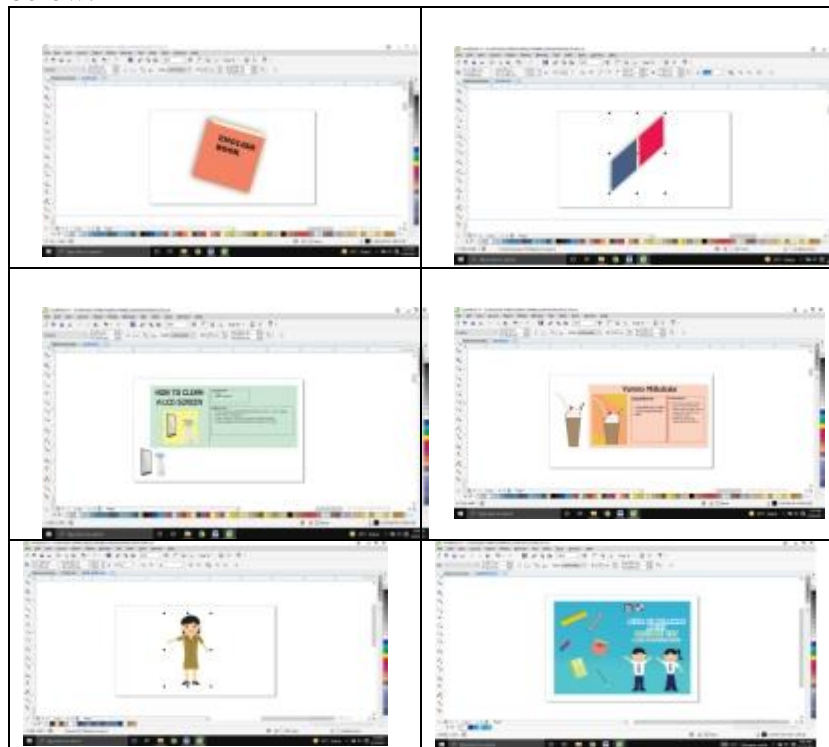

Figure 2: Designing Progress using CorelDraw X7

The image aforementioned is the process of creating each object on each page. Examples of the above pictures include a book, a glass of ice cream, a teacher, and two students. This process is done one by one in detail and is equipped with information on each page. In the design process, researchers used the CorelDRAW X7. This application is used to design objects in the application, such as students, teachers, books, and tools used to visualize objects in Procedure Text material.

After all the objects are created, they are arranged and reconstructed using the AdobeFlash application to assemble them into an animation that is easy to understand and fun to learn. At this stage, the process of making learning media products using Adobe Flash CS6 is explained, which will then be exported in .exe format. The following is the process of making the learning media:
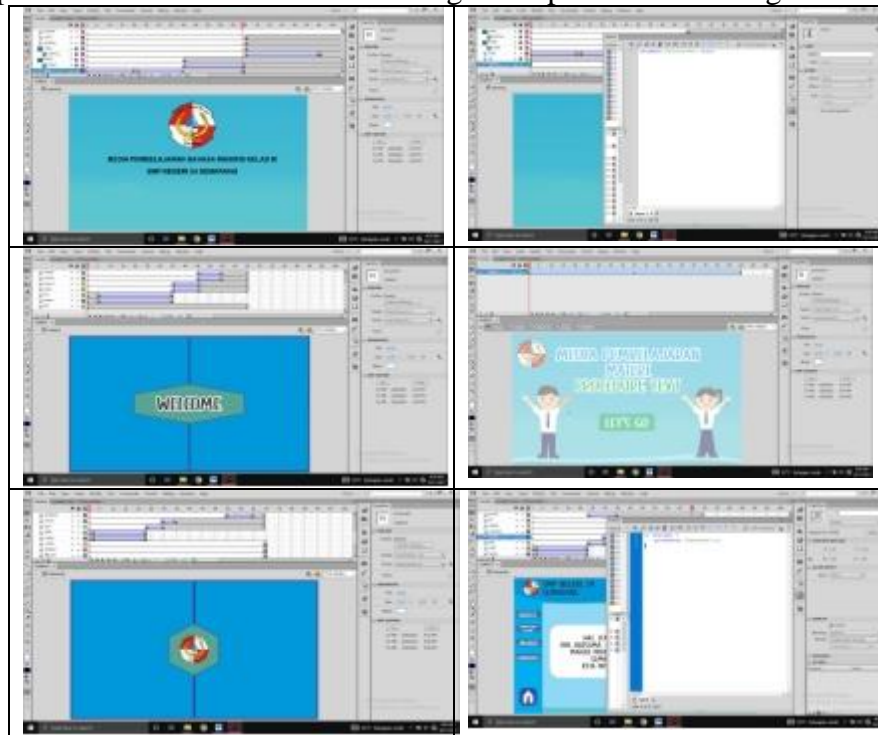
Figure 3: Designing Progress using Adobe Flash

The interface design process is quite complicated to produce a suitable product. After all components and objects are arranged, the researchers provide narration on each slide to provide oral explanations. This is done so that information is not only filtered from the process of reading the material but also involves listening skills. This integration is needed so that students can reconstruct information audio-visually.

Figure 4: Final Result of Learning Media

(Downloadable at https://drive.google.com/file/d/1AVhJYli2a7A-R6axg2G7veumWfAL4h2u/view?usp=share_link)

Product testing determines the feasibility of applying the product as a tool in the learning process of class IX H at SMP Negeri 24 Semarang. Testing is measured based on the assessment (validation) of media experts, material experts, and validation of product users. At the next stage, a validation test was conducted. Media experts carried out this validation test, and several indicators were obtained with the results in the following table:

NO	INDICATORS	1	2	3	4
1	Aesthetics of product appearance			•	
2	Use of colour			•	
3	Readability of text				•
4	Image clarity				•
5.	Button function				•
6	Appropriateness of button icon				•
7	Appropriateness of button navigation			•	
8	Appropriateness of narration voice			•	
9	Clarity of narration voice				•
10	The layout of the background, text, buttons, and animation				•
	SCORE			12	24
	TOTAL SCORE		36		

Table 1. Interface Readability Test

From the results of the questionnaire testing, which amounted to 10 indicators, the scores obtained are as follows:

A (Very good)   : 4 x 6 = 24
B (Good)   : 3 x 4 = 12
C (Fair)   : -
D (Not Good)   : -
Total   : 36

Value	Score	Range
A (Very Good)	4	31-40
B (Good)	3	21-30
C (Enough)	2	11-20
D (Not Good)	1	1-10

Table 2: Indicator Media Expert Validation Score

Based on the results of the above calculations, the media validation results are 36. This criterion is between 31-40, which is classified as very good. Thus, this learning media can be declared valid and suitable for use.

The next stage is testing the material presented in the learning media application. The material presented is tailored to each English teacher's needs in a particular class. For this reason, this material test is carried out independently by the teacher who teaches the object class.

NO	INDICATORS	1	2	3	4
1	Appropriateness of the name of the institution/company				•
2	The suitability of the profile of the institution/company presented				•
3	The suitability of the basic competencies and indicators presented				•
4	The suitability of the content of the material presented.				•
5.	The suitability of the image with the material presented				•
6	Clarity of the narrative presented			•	
7	The suitability of the narrative with the material/image presented			•	
8	The suitability of animation with the content of the material presented.				•
9	Suitability of evaluation questions with the material presented				•
10	The product is easy to operate				•
SCORE				6	32
TOTAL SCORE		38			

Table 3: Feasibility Test of Materials

From the results of testing the questionnaire, which has 10 indicators, the following scores are obtained:

A (Very good) : 4 x 8 = 32
B (Good)   : 3 x 2 = 6
C (Enough)   : -
D (Not Good)   : -
Total Score   : 38

Value	Score	Range
A (Very Good)	4	31-40
B (Good)	3	21-30
C (Enough)	2	11-20
D (Not Good)	1	1-10

Table 4: Indicators of Material Expert Validation Score

Based on the results of the above questionnaire calculations totalling 38, this criterion is between 31 - 40, which is classified in the Very Good category. Thus, this learning media can be declared very valid and suitable for use. The following is the result of the interview conducted by the researchers with the English teacher.

No	Interview Result	
	Question	Answer
1	What learning methods do you use in class IX H Semester 1 SMP Negeri 24 Semarang during the learning process?	The methods are usually question and answer, discussion, and lecture.
2	What problems do you often encounter during the learning process in the classroom?	Some students do not understand the material given
3	How do you solve the problem?	Explain the material again and provide practice questions.
4	What are the learning resources you use while teaching English?	Package books from the Ministry of Education and Culture and other reference books, and then the material from the book is presented in a simple PowerPoint.
5	Have the students of class IX H Semester 1 SMP Negeri 24 Semarang ever used Adobe Flash-based learning media in the English learning process?	Never
6	Can Adobe Flash-based learning media increase students' interest in learning and ability in English subjects?	This learning media can increase students' interest in learning because students will feel happy with a different teaching

No	Interview Result	
	Question	**Answer**
7	What do you think about the Adobe Flash-based learning media for English subject Procedure Text material that the researchers will make?	Very good. It makes it easier for teachers to deliver the material. The content of this learning media can be made simple, interesting, and fun for students.

Table 5: Interview Result Overview

From the interview results above, it can be concluded that SMP Negeri 24 Semarang only uses printed books as the main source in the learning process. To support the learning process, a teacher needs to develop an interactive learning media that can make the atmosphere of the learning process fresher and more fun than before. Therefore, other data were gained through the questionnaire to support the hypothesis of the study.

The learning methods used at SMP Negeri 24 Semarang, especially in English class IX, still use the question-and-answer discussion and lecture methods. Some students still need to understand the lessons even though the teacher has explained the material again. The teacher concerned has never used learning media applications as learning aids. The teacher only uses books as the main source of the learning process. The teacher concerned also believes that the application developed by the author can attract and increase student interest in learning and make it easier for teachers to deliver the material. The following are the results of a questionnaire conducted by researchers with 23 students of class IX:

No	Statements	1	2	3	4	5
1	English lessons are fun.			7	10	6
2	The lesson material about Procedure Text is easy to understand		2	7	12	2
3	Using PowerPoint media makes the learning process boring		12	4	6	1
4	The display of PowerPoint could be more interesting because it only displays a few images, animations, and sounds.		11	6	4	2
5	The learning process will be more enjoyable if assisted by images,				9	14

No	Statements	1	2	3	4	5
	animations, and sound.					
6	Teachers need to use other learning aids in the learning process besides using PowerPoint.			7	10	6
7	The appearance of the application in the video above is interesting			4	17	2
8	The application is easy to use for students and teachers		1	7	11	4
9	The application can make the atmosphere of the learning process fun			7	11	5
10	The application can make it easier for students to understand the material			6	12	5

Table 6: Questionnaire Result

From the results of the questionnaire sent by researchers through Google Forms, some students still favour PowerPoint. On the other hand, students also feel that if the learning process is assisted by animation media, images, and sound, the learning process will be more enjoyable. Researchers have also inserted a video about the product's contents into the questionnaire form, and the student's response to the product is very good. Therefore, students feel that the learning process will be more enjoyable if they use a product like the one developed by the researchers.

4. CONCLUSION

Based on the results of tests, interviews, and observations of students, it can be concluded that the use of video and game-based learning media has a significant impact. Learners' learning outcomes have improved, and students feel interested in learning English compared to teaching using books and other conventional learning media. Furthermore, this application can still be developed for other English materials at higher education levels. In addition, this application can also be used widely and not only limited to one school. Based on the results of research, design, and testing of English learning media products for Procedure Text material.

The resulting product can be an interesting learning tool because it has combined elements of images, animation, and sound that are packaged into one and then added by providing navigation buttons to produce interesting learning media. This product can help teachers learn because the material delivery will be easier and more effective. Students become more interested in learning the material provided with this learning tool, which can support and improve student achievement.

Based on research from the design of this learning media, there are several suggestions to the author for future research to be developed to be even better, including Researchers are expected to present learning media with different subject matter. The development of learning media is expected to be accessed using a smartphone so that it will be more practical and flexible to use.

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