

DESIGNING “E-PON” TO TEACH NARRATIVE TEXT IN SENIOR HIGH SCHOOL

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Abstract

This research was conducted to design E-PON; an electronic presentation as a teaching and learning media of narrative text. The purpose of this research is to find out whether or not E-PON as the supplementary teaching media is useable to teach narrative text in twelfth grade students of senior high school. The form of this research is developmental research. This developmental research was conducted to produce innovate teaching material. The method of this research consists of four phases namely analyzing, designing, developing, and implementing or called ADDI. The designed product was completed by combining West Kalimantan’s local story with the electronic presentation to teach narrative text. The E-PON was designed for about 45 minutes. The completed research was implemented in the first semester of twelfth grade students in SMA Negeri 1 Sambas. There were 35 students who actively involved in this research. To sum up, it is found that E-PON is usable for teaching narrative text in twelfth grade students of senior high school.

Keywords: Development Research, E-PON, Narrative Text

INTRODUCTION

Teaching English as a foreign language to bring out the problems faced by both teachers and learners of English. Teaching English as a foreign language is important. The teacher must be creative to create ways of teaching English. One of the best ways to teach English in the classroom is by using multimedia. Multimedia has shown to be successful in helping the teaching and learning process. Teaching English using multimedia is a current subject in this era especially in educational technology. The teacher can use technology in facilitating and mediating language learning for students. Multimedia can help the teacher in presenting the materials to make students easy to comprehend. Moreover, multimedia brought fundamental changes to the educational system. Technology provides many options as it makes teaching interesting and effective capability to enchant the language learners

(Pun 2013). Based on the explanation above, it means that multimedia can make the teaching or learning process easier for both teachers and learners.

Teaching English using multimedia is a current subject in this era especially in educational technology. As one of the standard competencies in the curriculum 2013, it is mentioned that the twelfth grade students are expected to be able to understand a personal narrative text by considering the linguistic elements which are the simple past tense, past continuous correctly. In the teaching and learning process of narrative text, the teacher must be creative to design the material to attract the students. Multimedia is considered to be very useful especially for foreign language learning because it makes the teaching learning process more entertaining and the teacher can take the

students' attention from the beginning of the teaching and learning process.

Teaching English using multimedia is a current subject in this era especially in educational technology. Pun (2013) argued that multimedia refers to computer-based interactive applications that use both the hardware and software, allowing people to share their ideas and information. It is a combination of text, graphics, animation, video, and sound. Multimedia learning is meant to make the students can have a better understanding of an explanation when it is presented in word, and pictures rather than in words alone. Multimedia can help the teacher in presenting the materials to make students easy to comprehend. Based on the researcher's analysis, the teacher said that the students are more interesting to learn when the teacher using multimedia technology in the teaching and learning process. Andresen and Brink (2013) bring up that multimedia can appeal to many types of learning preferences, some students profit more from learning by reading, some by hearing and some by watching, etc. The teacher can use technology in facilitating and mediating language learning for students.

The narrative text is a subject that needs special attention. According to Meyers (2005) narrative is one of the most powerful ways of communicating with others. He adds that the reader not only understand the event, but they can almost feel it. The action, details, and dialogue put the readers in these seem and make it happen for them. Narrative deals with problematic events lead to a crisis or turning point of something to finds a resolution. Based on the explanation above, the researcher defines a narrative text as a text which contains about story fiction or nonfiction.

The purpose of the narrative text is to amuse or to entertain the reader with a story. The researcher found that students had some of the problems in learning narrative text, one of the problems is the students were not interested in learning narrative text because the students get lazy to read the text. The common text of the narrative text in the students' handbook is exhausted because there

were only text and pictures. Moreover, the stories of the narrative text on the students' handbooks are unfamiliar to the students.

In this research, the researcher decided to design an electronic presentation in order to help the teaching and learning process of narrative text. The researcher named this product as "E-PON" the acronym of "Electronic Presentation on Narrative". The designed product was design by using Microsoft Power Point Presentation. The researcher named this program E-PON because the researcher was inspired by Ipon, a child with special needss. The researcher met him when the researcher joined an organizational activity. This product designed to make the students interesting and easy to comprehend the materials. The product consists of the narrative text teaching material. The story of the narrative text was taken from the students' real-life environment. The material they commonly found in their environment, such as Ruai Bird's Origin, The legend of Batu Ballah, and etc. So, the students can enjoy the teaching and learning process.

The researcher design this product using Microsoft Power Point combine with Balbolka, Power Director, and Audacity. This product consists of several slides that contain; start menu, main menu, sub-menu, video, games, and practice. Criado, R. (2013) stated that modern teaching materials are more flexible in the sequence they offer and abound in better contextualized aural and written dialogues, inductive (discovery learning) exercises. This product designed in the software form and it can be played on a smartphone or tablet that has Android Operating System and iOS (iPhone Operating System). The researcher believes that E-PON would become one of a billion supplementary teaching material that can help the teaching and learning process. Mayer (2009) found that multimedia learning refers to learning from words and pictures. Multimedia learning is meant to make the students can have a better understanding of an explanation when it is presented in word, and pictures rather than in words alone. The researcher expects E-PON

can motivate the students to learn the narrative text and it can create a good environment for teachers and students in the teaching and learning process.

E-PON was developed by using software such as PowerPoint Presentation, Audacity, Balabolka, and Power Director which are popular to a variety of companies, government, and education audiences for displaying the data. E-PON consists of the important elements of any presentation. Those are text, picture, sound, and video. Tomlinson (2012) stated that materials development is referred to all of the processes made use of the practitioners who produce or use the materials for language learning. The materials can be developed both enjoyable or effective learning and teaching process. The material nowadays should be interactive and attractive for students. That is why the researcher utilizes such an electronic teaching material to help the teacher.

METHOD

In accordance with the researcher's aim in designing an electronic presentation, the researcher used developmental research as the method of this study. Developmental research aims at developing or improving interventions or strategies to achieve a well-specified learning objective or goals. In this research, the researcher used the ADDIE approach to create an electronic presentation for teaching narrative text. ADDIE is focused on creativity and innovation to solve the problem in the teaching and learning process by using a learning product. According to Branch (2009), there are five phases of developmental research. Those are Analyze, Design, Develop, Implement, and Evaluate (ADDIE). This method was appropriately used as a process of developing educational products and other learning resources. Nevertheless, the researcher tends to focus on doing in four phases only; Analyze, Design, Develop and Implement (ADDI) due to the time limitation on conducting the research. The aim of the research is to provide and design a product that will increase the students' motivation to learn the narrative text. This research was conducted in SMA Negeri 1 Sambas on the

twelfth grade students in the academic year 2018/2019. The object of this research was the English teacher and the twelfth grade students.

The purpose of the analyzing phase is to recognize the possibility of the causes of the performance gap in the learning process (Branch, 2009). In this phase, the researcher analyzes the text document, such as a text book and the researcher observed the students in the classroom and interviewed the teacher. The researcher conducted an unstructured interview, in which the interviewee was being asked the good sequence of questions that have been decided in advance by the researcher (Cohen et al., 2007). It is used to find the information about students' condition by analyzing the needs, the researcher found the information about students' condition and situation in the classroom, and the facilities for teaching English at the school.

In the designing phase, the researcher designed the narrative text material into PowerPoint Presentation. In designing the product, Reddi and Mishra (2003) point out several elements that must be considered. Those are objectives, content, and media options. The researcher selects and collects the narrative text material to be presented in the product from books, articles, journals, the internet, and so on. The designed product is able to be used in teaching reading, listening, and grammar. The designing phase should be able to answer the question of whether the learning program designed can be used to overcome the problem of performance gaps that occur on students.

In the developing phase, the activities include components of teaching or learning equipment produced and modified to accomplish the learning goals that have been defined. Branch (2009) stated that the purpose of the developing phase is to generate and validate selected learning resources. There are two important objectives that need to be achieved in doing development steps, those are developed or revise instructional materials and choose media or a combination of media. In this phase, the researcher conducted an internal evaluation to validate the product before implementing the product. Validation is the guiding trait of ADDIE and adds

credibility through procedures that are analytical, evaluative, and philosophical (Branch, 2009).

The researcher conducted an internal evaluation for analyzing the product. This step used by the researcher to evaluate the product himself. The researcher measured the tendency of the informants' feedback from the assessment rubric results and here are the three points of measurement to check the research subjects' agreement with the given statements.

Table 1. Point of Measurement

Point of measurement	Agreement level
1	Very satisfy
2	Well enough
3	Unsatisfied

(Taken from Andina (2016))

After that, the total point of the assessment rubric from the data above was being measured by the formula taken from Ary et al. (2010). The formula above was being used in measuring the tendency of the informant's feedback. After got the result of the tendency point from the validators in the assessment rubric, the quality of the final product was being concluded according to the table of Experts' recommendation to get the final percentage. The researcher then described the findings in descriptive information afterward took the conclusion of the usability of the final product by considering the following table.

Table 2. Guideline for Validator's Recommendation

Percentage (%)	Interpretation
0-25	Bad (Revise)
26-50	Poor (Revise)
51-75	Good
76-100	Very Good

(Taken from Andina, 2016)

In the Implementing phase, the researcher tried to use E-PO to teach narrative text in the class through the teacher. The researcher collected data on the use of E-PON in the process of teaching and learning. The researcher collected the data with the students

and the teacher using the questioners. The purpose of the implementation is to find out whether or not E-PON as the supplementary teaching media is useable to teach narrative text in twelfth grade students of senior high school.

RESULT AND DISSCUSION

Result

In order to gather information regarding the twelfth grade students' characteristic including their needs, the researcher conducted a need survey. The data was collected through the interview with the English teacher as the one who closes with the students. The interview with the English teacher of SMA Negeri 1 Sambas who taught the twelfth grade students was conducted on September 22nd, 2018. In this process, the researcher conducted an unstructured interview, in which the interviewee was being asked the good sequence of questions that have been decided in advance by the researcher (Cohen et al., 2007). There were 13 questions being used in this phase for the English teacher and 7 questions for the students. The information about the current teaching and learning issues, the syllabus, the available teaching materials or teaching sources in teaching narrative text for twelfth grade students served as the considerations to design the product that could meet both the teacher and students' needs.

The resulted data of the interview are; (1) The students have high participation in giving attention during the learning process, (2) The twelfth grade students' ability to understand narrative text was still below average, (3) The need for new media to support the teaching and learning process of narrative text, (4) E-PON would help to encourage the students in learning the narrative text and in entertaining them in the teaching and learning process. In conclusion, from the interview result, the researcher found that the students need multimedia material which helps to promote their learning motivation to learn the narrative text.

The researcher also discovered two teaching sources to teach narrative text in the classroom. First, it was the students'

workbook entitled “Kelas XII Bahasa Inggris – Studi dan Pengajaran (Buku Siswa)” by Kemendikbud Republik Indonesia and the second is the book entitled Kelas XII Bahasa Inggris – Studi dan Pengajaran (Buku Guru) by Kemendikbud Republik Indonesia. The teacher used the scientific approach of the curriculum 2013. The researcher assumed that the materials in the two books were not complete yet for the teacher and the students. The researcher was found that there is no material compatible with the syllabus that the teacher used. In order to draw the students’ attention, it was necessary to find interesting and fun materials to be taught in the class. Furthermore, the researcher also formulated the criteria based on the need of E-PON for teaching narrative in the classroom according to the interview with the teacher. The criteria were described in the following table.

Table. 3 Criteria for Supplementary Teaching Materials

Criteria	Descriptions
1. The narrative text materials should be completed by the characteristic of the narrative text texts, the purpose of the text, and the language features being used in the text. So that the students could understand the materials completely then help them in their learning process.	The researcher integrated the completed narrative text materials in the E-PON. The materials would be collected from many sources to make sure it was appropriate and complete.
2. It was necessary to illustrate the narrative text story and persuade the students to read the text.	The researcher integrated the completed narrative text materials in the electronic resentation.
3. It needed the material which is compatible with the	The researcher integrated the completed narrative text materials which

syllabus that the teacher used	are compatible with the syllabus.
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In the conclusion of this analyzing phase, it was necessary to have E-PON as an electronic presentation in order to support the students’ workbook and the teaching sources by the teacher. E-PON in this study was the electronic presentation that particularly designed to assist the twelfth grade students in learning the narrative text.

The researcher was designed this product to achieve the needs of narrative text in the teaching and learning process of twelfth grade students. The final product of E-PON must complete the criteria of the E-PON in the analyzing phase. E-PON as the supplementary teaching media can be flexibly used in the teaching learning process based on the teacher and students’ needs. However, the content of the E-PON should be strategically introduced during the teaching and learning process (Branches, 2009). The researcher used different theories to complete the designing phase of the product because of the restrictiveness of the researcher. The researcher used the theory by Richard & Rogers (2001), in designing phase in language teaching process there are several things to bear in mind (a) what are the objectives of the method; (b) how language contents are selected and organized within the method it includes the syllabus model; (c) the types of learning tasks and teaching activities; (d) the role of the learners; (e) the role of the teachers; and (f) the role of instructional material. Moreover, in this phase, the researcher designed the first draft of the E-PON by considering the data from the need survey which are the interview result with the English teacher, twelfth grade students of SMA Negeri 1 Sambas and analysis data from the syllabus being used in the narrative teaching process.

The objectives of the E-PON were to provide the twelfth grade students the enjoyable teaching and learning process for narrative text in their class and alternative supplementary materials based on the syllabus. The participant of this study is the twelfth grade student of SMA Negeri 1

Sambas. Based on the researcher's interviews, the researcher found that the school used the current 2013 curriculum. E-PON in this study was created to support the narrative text learning and teaching process of the scientific approach in the 2013 curriculum. The researcher separated the teaching activity in the classroom from the activity of electronic presentation so that the English teacher still able to create or add other activities for her teaching later. The roles of the students as learner related to the E-PON as an electronic presentation to teach narrative text are; (a) Learners as a builder that engages in the learning activity and constructs the learning information in the E-PON, (b) Learners as an explorer that explore new ideas or information in learning narrative text, (c) Learners as a user that can use E-PON as a learning tool for narrative text everywhere and anywhere. The roles of the teacher related to the E-PON are; (a) Teacher as a facilitator that gave assistance or suggestion which enabled the students in learning narrative text, (b) Teacher as an instructor that gave instruction and modeling to enable the knowledge development of the learner during the learning process.

In the designing phase, the researcher used a documentation technique by searching the materials from the internet literature, books, and so on. This stage was necessary because the researcher has mentioned that there were some materials of narrative text which not available in the learning sources used by the teacher. From this stage, the researcher collected more comprehensive materials being used in the electronic presentation. In designing the product the chosen software would give a big influence on the appearance of the final product later. Here, the researcher decided to use some software in creating the electronic presentation and it was according to the accessibility of the software itself. The first software was Microsoft Powerpoint 2013 a kind of multimedia presentation that consists of text, graphics, pictures, sounds, and video which can be used to convey the material in the teaching and learning process. The second software was "Balabolka", a Text-To-Speech (TTS)

program that allows the user to create voices from the inputted words or texts. In addition, this software is called screen reading software which uses the computer's existing voice. The third software was "Audacity", a user-friendly audio recording and editing software. The fourth software was "Power Director", an android software used for video editing. The researcher used this software to edit videos for teaching material.

In the developing phase, the researcher has finished creating narrative text material by using Power Point Presentation, then through the teacher, the researcher was tried to implement the E-PON to the class. In this phase, the researcher started to develop the product by using the software that has been chosen from the previous phase according to the result of the criteria for supplementary teaching materials. The researcher created E-PON separately in several parts as mentioned above in order for the teacher would be more flexible to use it in the teaching process. Moreover, the teacher might combine her other teaching activities with E-PON if it was necessary. The researcher also provided distribution for the target school through the software format and the CD. This aimed that the teacher could use it as supplementary materials by using it as an electronic presentation for the students' handouts. This product is relatively small file size, easy to carry just by using flash disk, flash drive, CD, DVD, etc. The last, cheaper production cost because it is not printed.

The researcher measured the tendency of the informants' feedback on the product who also acted as the experts of this research by distributing the questionnaires. The researcher decided to conduct an internal evaluation because of the limitation of the researcher. Branches (2009) stated valid learning goals should reflect the reality in which students will be expected to perform, and by doing so, maintain a high degree of congruence between the learning space and the place where actual tasks are performed. The internal evaluation phase conducted before the researcher implemented the product in SMA Negeri 1 Sambas. The validators were the English

teacher who teaches the twelfth grade students and the students of class XII IA 1 of SMA Negeri 1 Sambas as the object of this product.

After data from the two practitioners were collected, the data were measured by the formula adapted from Ary et.al., (2010). As follow;

$$P1 = \frac{\text{Total score}}{\text{Amount of point} \times \text{Amount of categories}} = 100$$

$$P1 = \frac{13}{3 \times 5} = 100$$

$$P1 = 86,67 \%$$

Where P1 : the percentage of the teacher's Recommendation

$$P2 = \frac{\text{Total score}}{\text{Amount of point} \times \text{Amount of categories}} = 100$$

$$P2 = \frac{14}{3 \times 5} = 100$$

$$P2 = 93,33 \%$$

Where P2 : the percentage of the students' Recommendation

The total score of the students' accumulated by the average answer of the students. After the researcher got the result of the tendency point, the final product's quality was concluded according to the table of Andina's (2016) recommendation. The average score of the assessment questionnaires from the English teacher is 86,67% and from the twelfth grade students are 93.33%, which are categorized as "Very good." Based on the responses supplied by the practitioners, it could be concluded that the designed materials had been properly developed. Moreover, because the quality of the E-PON had met the experts' expectations, there is no motive to conduct a formative revision of this product.

The researcher was trying "E-PON" to teach the class trough the teacher in SMA Negeri 1 Sambas. This research was conducted on September 23, 2018. The researcher chooses this school because the school had a learning media that needs to use E-PON. In the implementing phase, the researcher found that the students are being attractive to the material and they can use it independently. Based on the observation while the researcher did the implementation phase, the researcher found some feedbacks from the students related to the product. Those are; (a) The instruction should be clear; (b)

The text should be bigger; and (c) The sounds should be clearer. Moreover, the students were felling happy and enjoy the product. They were very active while the learning process, and they said it was their first time to learn narrative text by using electronic presentation. Furthermore, the researcher revised the product based on the problem that conducted on the implementing phase. The final result of this product would be more appropriate because this product has clearer instructions, bigger text and clearer sound.

Discussions

Encouraging the twelfth grade students to learn narrative text materials by using appropriate teaching materials became the teachers' responsibility in the teaching and learning process. Unfortunately, based on the interview done by the researcher with the English teacher in the analyzing phase, there were some issues during the teaching process in the classroom. The issues are that the students' participation in learning was very lack and their learning's motivation is considered low. This made the twelfth grade students' ability especially in learning narrative text was still below average. She added that she felt hard to encourage them to be more active to express their idea. Moreover, the teaching resources used by the teacher were not completed enough to support the teaching process and encourage them to learn. In line with the issues found in the analyzing phase, Andresen and Brink (2013) brings up the multimedia that integrates with images, sound, video, animation and simulations to portray the learning content are more appealing to many types of learning, like some students will profit more from learning by reading, some by hearing and some by watching and so on.

The domain objective of this research was to provide the twelfth grade students the enjoyable supplementary materials for narrative text learning in their teaching and learning process based on the syllabus. The main participants of this study were the twelfth grade students of SMA Negeri 1 Sambas and their English teacher. Moreover,

the researcher also adjusted the supplementary materials with the 2013 curriculum which is used by the target school. In accordance with that, the researcher focused on several competencies in designing electronic presentations. The first competence was the students were able to capture the meaning contextually related to social functions, the text structure, and the linguistic element of the narrative text, spoken and written, simple and short, related to personal experience in the past time (personal recount). The second competence was the students were able to capture the meaning contextually related to social functions, the text structure, and the linguistic element of the narrative text, spoken and written, simple and short, related to folklore.

The content of the electronic presentation in this study was created to support the narrative text learning and teaching process of the scientific approach in the 2013 curriculum. In addition, the content must adjust to the students' level of learning. The materials in the electronic presentation were designed in an easier format and interesting for the twelfth grade students. By adjusting the materials with the students' level of English learning ability it would help them not to feel a burden in learning narrative text. Besides, the materials also must be linked to the learning objective and the teacher's need. The researcher tried to illustrate local folklore in the electronic presentation by using several media to help the students in understanding the materials.

The researcher named the product as "E-PON" the acronym of the "Electronic Presentation on Narrative." Here the researcher created the electronic presentation duration for about 45 minutes long for the teaching materials. The 45 minutes teaching materials of the electronic presentation has consisted of two parts as follows: In the first 15 minutes part, the product contained the materials of narrative text and the learning objectives in narrative text. Then, in the rest minutes part of the product the researcher presented the narrative text story which consists of two local folklore and quiz for each

story. The quiz can be used for the exercises and the assessment of learning narrative text. In each part and section of the product was also completed by the instruction or guidance for the students. The folklore would be illustrated by the written text and a video, so the learners would be more interested to learn the narrative text. It was essential to choose the appropriate media to achieve the learning objectives by using multimedia that integrates with audio, video, animation, and so on. In this study, the researcher decided to design an electronic presentation that integrated the audio and animation to support the learning materials. Here, the researcher decided to use some software in creating the electronic presentation and it was according to the accessibility of the software itself. The first software was "Microsoft Power Point" a kind of multimedia presentation that consists of text, graphics, pictures, sounds and video which can be used to convey the material in the teaching and learning process. This software also provided a lot of tools to make a good slide and it can be combined with the other software and media in supporting the product's development. The second software was "Balabolka", a Text-To-Speech (TTS) program that allows the user to create voices from the inputted words or texts. The researcher used this software to create an additional voiceover of the electronic presentation. The third software was "Audacity", a user-friendly audio recording and editing software. The researcher used this software to edit the audio that has been created from the "Balabolka" before the final audio being added to the electronic presentation. The last software was "Power Director", an android software used for video editing. The researcher used this software to edit videos for teaching material. The researcher used "Power Director" to add some subtitles and combine the video with the audio of narrative text. The researcher used the internal evaluation to identify product useability of the product.

In the implementing phase, the researcher found that the students are being attracted to the material and they can use it independently. In this implementation phase the researcher

used observation and questionnaires to collect the data. The specific goal of the implementation is to try E-PON useable or not to teach narrative text in twelfth grade students of senior high school. The result from the implementation to students, there are some aspect need to revise such as the clearer instruction, bigger text, and clearer sounds. Furthermore, after the researcher revised the product, the researcher hopes that this product would be more appropriate.

CONCLUSIONS AND SUGGESTIONS

Conclusions

In this chapter, the researcher provided the following conclusions by referring to the research findings: (1) E-PON can solve the problems in twelfth grade students during the process of learning narrative text. (2) E-PON as the electronic presentation is designed by the chosen software and presented by adjusting to the students' level and the teacher's criteria for the supplementary researcher who wants to complete the electronic presentation with voiceover instructions, the Text-To-Speech (TTS) software allows the user to created voices from the inputted words or texts "Balabolka" will be really helpful. (4) The researcher suggests the "E-PON" that integrates with images, video, and sound to portray the teaching content to be used by the teacher in narrative text teaching in the future. (5) The researcher suggests the teacher who wants to use "E-PON" in the classroom to read the teaching instructions. (6) For the future, another researcher can use E-PON as a learning media of narrative text to evaluate it. This research can be improved by the next further research. The researcher recommends using an experimental method to evaluate this research.

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teaching materials. The electronic presentation also illustrating the narrative text by using written and video form. The E-PON designed with the local folklore which is familiar with the user's environment. (3) E-PON as the electronic presentation is useable to support the teaching of narrative text for the twelfth grade students of SMA Negeri 1 Sambas.

Suggestions

Here are the suggestions provided by the researcher dealing with the conclusion of this research: (1) E-PON is attractive for teaching narrative text and it is also motivating the students to learn, but the English teachers are still required to guide the students and help them in translating the new unfamiliar words in the materials during their learning process. (2) For the future researcher that is interested in designing the electronic presentation, the software "Microsoft Power Point" is ideal for beginner or advanced user. (3) For the future

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