

PROCEEDING

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1st ISELTON

(The First International Seminar on English
Language Teaching of Nommensen)

Faculty of Teacher Training and Education,
English Education Study Program
Nommensen HKBP University

Pematangsiantar

Monday, 8th October 2018



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No.	Jam	Agenda	Ruang	Moderator
1.	07.00 – 07.30 WIB	Registration	Aula	Committee
2.	07.30 – 08.00 WIB	Opening	Aula	Committee
3.	08.00 – 08.10 WIB	Opening Ceremony	Aula	Committee
4.	08.10 – 08.20 WIB	Welcoming Speech Chairperson Committee INSELTON	Aula	Bertaria Sohnata Hutauruk, S.Pd., M.Hum.
5.	08.20 – 08.30 WIB	Welcoming Speech Vice Rektor I UHKBPNP	Aula	Prof. Dr. Sanggam Siahaan, M.Hum.
6.	08.30 – 09.00 WIB	Preparation Leanery Speaker		Moderator
7.	09.00 – 09.30 WIB	Introduction Leanery Speaker		Moderator
8.	09.30 – 10.30 WIB	1. Teaching Young Learners In An After-School Program Environment <i>James Foster B. A</i> 2. Character Building In English Language Teaching <i>Miss Cristine Vargas Diaz</i>	Aula	Dra. Reina A. Sipahutar, M.Pd.
9.	10.30 – 11.00 WIB	Break		
10.	11.00 – 11.30 WIB	1. Translating A Functional Text In The Classroom <i>Prof. Dr. Sanggam Siahaan, M.Hum.</i> 2. Developing Students' Research Proposal Design Through Group Investigation Method <i>Prof. Dr. Selviana Napitupulu, M.Hum.</i>	Aula	1. Tiarma Intan Marpaun g, S.Pd., M.Pd. 2. Tiarma Intan Marpaun g, S.Pd., M.Pd.
11.	11.30 – 12.00 WIB	1. Listening Comprehension: An Overview Based On English Language Teaching And Research Perspectives <i>Dr. Bloner Sinurat, M.Hum.</i> 2. Challenges To Developing Generic Competence In Writing <i>Dr. Tagor Pangaribuan, M.Hum.</i>	Aula	Tiarma Intan Marpaung, S.Pd., M.Pd.

12.	12.00 – 14.00 WIB	Lunch		
13.	14.00 – 14.30 WIB	<ol style="list-style-type: none"> 1. The Effect Of Using Question And Answer Relationships Strategy To The Students' Ability In Reading Comprehension News Item Text <i>Bertaria Sohnata Hutauruk</i> 2. Teaching Transactional Conversation By Using Spontaneous Role Play <i>Herman</i> 3. Innovative Learning In Teaching Listening Comprehension <i>Mery Silalahi</i> 	RK1	Firinta Togatorop, S.Pd., M.Pd.
14.	14.30 – 15.00 WIB	<ol style="list-style-type: none"> 1. Pragmatic Acquisition Of Three Year Old Children In Tk Kristen Gloria Anak Bangsa Pematangsiantar <i>Mungkap Mangapul Siahaan</i> 2. Efl Teachers' Pragmatic Competence: A Case Study Of Three Indonesian-Senior Secondary School English Teachers <i>Nurdiana</i> 3. Error Analysis Of Students' Writing Recount Texts At English Department FKIP UHN Pematangsiantar <i>Yanti Kristina Sinaga</i> 	RK1	Asima Rohana Sitanggang, S.Pd., M.Pd.
15.	15.00 – 15.30 WIB	<ol style="list-style-type: none"> 1. The Ability Of The First Semester Students Of Nommensen HKBP University In Pronouncing Regular And Irregular Past Tense Verbs... <i>Leonita Maria Efipantias Manihuruk</i> 2. Intralingually Subtitled Materials For Reading Skills <i>Alvin Taufik</i> 3. The Ability Of The English Students Of Hkbp Nommensen University Pematangsiantar From The Academic Year 2012/2013 In Pronouncing Two-Syllable Nouns And Verbs By Applying Word Stresses <i>Nurianti Sihombing</i> 	RK1	Firinta Togatorop, S.Pd., M.Pd.
16.	15.30 – 16.00 WIB	Break		
17.	16.00 – 16.30 WIB	<ol style="list-style-type: none"> 1. Turn Taking Signals In Second Semester Students Conversation At Universitas HKBP Nommensen <i>Basar Lolo Siahaan</i> 2. The Influence of Teacher Teaching 	RK1	Asima Rohana Sitanggang, S.Pd., M.Pd.

		<p>with Model ADDIE to Improve Learning Outcomes of English Language Study Students <i>Nurliani Siregar</i></p> <p>3. New Trends in English Education <i>Rita Clara</i></p> <p>4. An Analysis of Pragmatic Presupposition Used in a Talk Show Golden Ways Entitled Maturity <i>Maria Olivia Christina Sianipar</i></p>		
18.	16.30 – 17.00 WIB	Closing	Aula	Comitty

CONTENTS

1	Teaching Young Learners In An After-School Program Environment..... <i>James Foster, BA.</i>	1 – 6
2	Character Building In English Language Teaching <i>Miss Cristine Vargas Diaz</i>	7 – 9
3	Translating A Functional Text In The Classroom <i>Prof. Dr. Sanggam Siahaan, M.Hum.</i>	10 – 17
4	Developing Students' Research Proposal Design Through Group Investigation Method..... <i>Prof. Dr. Selviana Napitupulu, M.Hum.</i>	18 – 26
5	Listening Comprehension: An Overview Based On English Language Teaching And Research Perspectives..... <i>Dr. Bloner Sinurat, M.Hum.</i>	27 – 32
6	Challenges To Developing Generic Competence In Writing..... <i>Dr. Tagor Pangaribuan, M.Pd.</i>	33 – 48
7	The Effect Of Using Question And Answer Relationship Strategy To The Students' Ability In Reading Comprehension News Item Text..... <i>Bertaria Sohnata Hutauruk</i>	49 – 66
8	Teaching Transactional Conversation By Using Spontaneous Role Play..... <i>Herman</i>	67 – 74
9	Innovative Learning In Teaching Listening Comprehension <i>Mery Silalahi</i>	75 – 83
10	Pragmatic Acquisition Of Three Year Old Children In Tk Kristen Gloria Anak Bangsa Pematangsiantar..... <i>Mungkap Mangapul Siahaan</i>	84 – 92
11	Efl Teachers' Pragmatic Competence: A Case Study Of Three Indonesian-Senior Secondary School English Teachers..... <i>Nurdiana</i>	93 – 110
12	Error Analysis Of Students' Writing Recount Texts At English Department FKIP UHN Pematangsiantar..... <i>Yanti Kristina Sinaga</i>	111 – 126
13	The Ability Of The First Semester Students Of Nommensen HKBP University In Pronouncing Regular And Irregular Past Tense Verbs... <i>Leonita Maria Efipaniyas Manihuruk</i>	127 – 133

14	Intralingually Subtitled Materials For Reading Skills..... <i>Alvin Taufik</i>	134 – 148
15	The Ability Of The English Students Of Hkbp Nommensen University Pematangsiantar From The Academic Year 2012/2013 In Pronouncing Two-Syllable Nouns And Verbs By Applying Word Stresses..... <i>Nurianti Sihombing</i>	149 – 159
16	Turn Taking Signals In Second Semester Students Conversation At Universitas HKBP Nommensen..... <i>Basar Lolo Siahaan</i>	160 – 190
17	The Influence of Teacher Teaching with Model ADDIE to Improve Learning Outcomes of English Language Study Students..... <i>Nurliani Siregar</i>	191 – 197
18	New Trends in English Education..... <i>Rita Clara</i>	198 – 202
19	An Analysis of Pragmatic Presupposition Used in a Talk Show Golden Ways Entitled Maturity..... <i>Maria Olivia Christina Sianipar</i>	203 – 209

THE INFLUENCE OF TEACHER TEACHING WITH MODEL ADDIE TO IMPROVE LEARNING OUTCOMES OF ENGLISH LANGUAGE STUDY STUDENTS

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FAKULTAS ILMU PENDIDIKAN

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Abstract

The purpose of this study is so that students are able to overcome the problem of learning to write description text. The ADDIE learning model is expected to be able to overcome the problems faced by students in increasing their learning motivation. One component of learning in the ADDIE model that is able to improve learning outcomes is the application of media in the classroom that had not previously been implemented well, thereby reducing students' motivation in learning to write. The role of the teacher is very important in influencing the achievement of learning and learning outcomes of the third semester (III) English study program students at HKBP Nommensen Pematangsiantar University. Through this research the researcher introduced audio visual media in learning to write description text. This audio visual media aims to help students to be more creative in channeling their ideas. The benefits of the ADDIE learning model are very useful for increasing student learning outcomes by learning to use audio visual media, students have the attraction to study seriously.

I. Introduction

Education is the most valuable asset for this nation. That is why the education process is expected to run optimally and with quality. While the core of the education process itself is the learning process. Thus, it can be said that success in achieving the functions and objectives of national education is closely related to the success of the teacher in carrying out the optimal and quality learning process. Learning can run optimally and with quality when a set of competencies as a formula for learning objectives can be achieved. This is where the teacher can act as a learning designer who can design a learning process that can deliver students to achieve various competencies that have been formulated. Learning models that are appropriate to the situation of students of the English study program study and learning subjects are ADDIE learning models. The third semester (III) English study program students in the learning and learning courses are interested in the application of the ADDIE model because the steps for implementing the ADDIE model are quite simple and have an attraction for students because it begins with an analysis of problems experienced by students to achieve learning outcomes. The influence of teacher teaching in the application of the ADDIE model for students of the English language study program not only improves student learning outcomes but evaluates for students to review the problems that will be faced by their students later in various problems in English to be better. Therefore, this research began with what is the ADDIE model? The ADDIE model is one of the learning designs that regulates the course of the learning process and designing the learning process. This learning model is one model of learning system design that shows the basic stages of learning system design that is simple and easy to learn. According to Benny A. Personal in learning and learning books (nurliani: 2015) that this ADDIE model contains five components which constitute a single unit needed in learning activities. The five components are: 1) Analysis 2) Design 3) Development 4) Implementation and 5) Evaluation. With the five components of learning, a teacher can design learning that can improve student learning outcomes both cognitive, affective and psychomotor aspects. The quality of learning is very important for the advancement of quality

or quality of education because if the quality of learning is good then the quality or quality of school education is automatically good.

The quality of education at HKBP Nommensen University is well known because the color of campus education is able to color the students who study on the Nommensen green campus. HKBP Nommensen students came from various tribes around North Sumatra. HKBP Nommensen pematangsiantar university students tend to come from regions rather than from the capital and the municipality. Resulting in students having different lifestyles, different cultures, different regional languages and different behavioral characteristics. For this reason, the influence of quality teacher teaching is needed so that students are able to learn more motivated. The teacher's inability to develop students' critical thinking skills towards learning and learning courses because the teacher is not able to plan the learning process well. Without a mature learning plan, it can cause teacher errors in teaching, among others: (1) the teacher is unable and does not try to know the students' initial abilities, (2) the teacher never invites students to think critically, (3) the teacher does not try feedback, and (4) the teacher considers himself the person who is the most capable and master of learning (Sanjaya, 2008: 126). Curriculum improvement provides an opportunity for teachers to apply the learning process which includes the selection of models or approaches, learning methods, and assessment systems that are innovative, systematic, and potentially deliver students to achieve the specified learning goals. The curriculum developed at this time by the school is required to change teacher-centered learning into student-centered learning. This is in accordance with the demands of the future world of children who must have thinking and learning skills. These skills include critical thinking. These skills can be possessed by students if the teacher is able to develop a learning plan that contains activities that challenge students to think critically in solving problems. Activities that encourage students to work together and communicate must appear in every lesson plan they make.

Research Formulation

In accordance with the background of the problems faced by the teacher in the learning and learning process, the researcher formulated several problems faced by students in improving learning outcomes and increased learning:

1. How far is the influence of teaching teachers to be able to motivate students of the English language study program interested in learning and learning courses?
2. How is the role of teacher teaching in applying the model that will be applied so that it can become an attraction for students in following the learning and learning process?
3. Will the application of the ADDIE learning model to be applied by the teacher will improve the learning outcomes of the learning and learning courses in the English language study program.

Research purposes

1. This study aims to be able to increase the influence of teacher teaching for students of English language study programs in learning and learning subjects.
2. This study aims to improve the attractiveness of students of the English language study program in learning subjects and learning.
3. This study aims to further improve the learning outcomes of learning subjects and learning English study programs by applying the ADDIE learning model.

Benefits of research

1. This learning model is expected to foster interest in independent learning and encourage students to be more motivated in learning
2. Through the ADDIE learning model students can achieve insight, develop learning creativity and be more effective and efficient in learning ..
3. The results of this study are expected to help improve creativity in an effort to maximize learning and learning

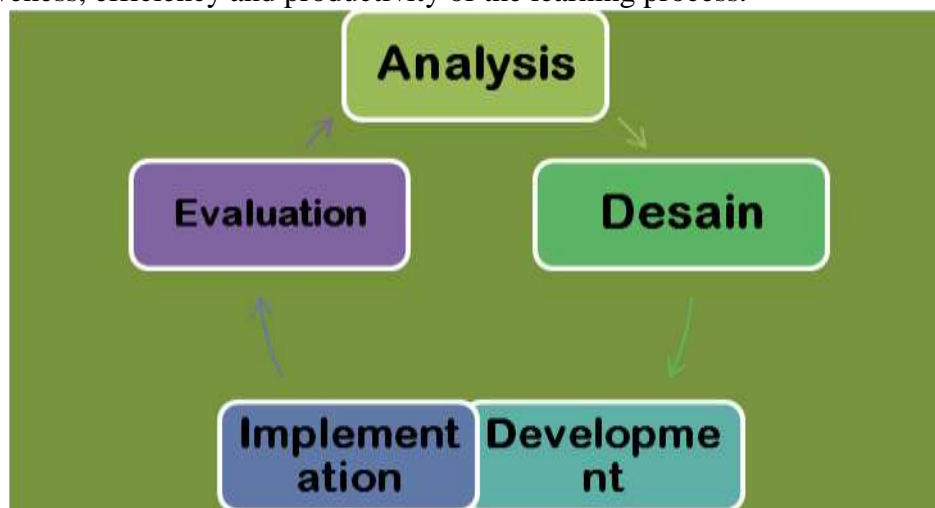
4. Through the ADDIE learning model, it is expected to make it easier to make updates on learning materials, facilitate improvement, facilitate the achievement of learning goals.

II. Discussion

In general, learning can be interpreted as a process of behavior change. due to the interaction of individuals with the environment. So behavior change is the result of learning. That is, someone has been said to learn if he can do something that cannot be done before (Sumiati and Asra, 2008: 38). While Hamalik (2009: 36) states that "learning is a modification or strengthening the behavior of doing experience".

The following is also the opinion of experts about learning According to Gagne and Berliner in Anni (2006: 2) "learning is the process by which an organism changes its behavior because of the results of experience". In addition, Pribadi (2009: 6) also states "learning is an activity carried out by someone in order to have the potential in the form of skills and knowledge needed". In addition, there is also an opinion from Purwanto (2009: 47) which states that "learning in the broadest sense is all personal contact with the environment that causes behavior change". is a process of changing an individual's attitude or behavior, from being unable to become able, from not knowing to knowing. Behavior that changes because of the understanding of learning, it can be concluded that learning can be in the form of knowledge, skills or attitudinal values. Learning can be in the form of individual experiences with the environment, both directly and indirectly and both the physical environment and the social environment.

While learning is a teaching and learning activity or designing learning begins with analyzing the needs of students, determining learning objectives, developing learning materials and activities, which include the determination of learning resources, learning strategies, learning steps, learning media and evaluation (evaluation) to measure the level of success of learning. The evaluation results are used as a reference to determine the level of effectiveness, efficiency and productivity of the learning process.



Analysis (A)

The design analysis phase focuses on the target audience. In the analysis phase, defining instructional problems, instructional objectives, learning objectives and identifying learning and knowledge environments possessed by students is carried out. The Analysis phase generally addresses the following questions:

- ✚ What is the overall background of the students such as age, past experience, level of knowledge, interests, cultural background, etc.?
- ✚ What do students need to complete at the end of the learning program or what are the students' needs?

- ✚ What do students want from learning outcomes? What is knowledge, skills, attitudes, behavior, etc.?
- ✚ Are the learning strategies used for them enough? which aspects need to be added, clarified and corrected?
- ✚ What is the focus of instructional goals?

Design (D)

The design phase is related to targeting, assessment instruments, training, content, and analysis related to learning material, learning plans and media selection. The design phase is carried out systematically and specifically. In the design phase, what is asked is:

Media sources that will be used such as Audio, Video and Graphics.

- ✚ Various sources are needed to complete learning. Are enough resources available to complete learning?
- ✚ The level and type of activities that will be produced during the lesson.
- ✚ Does it occur collaboratively, interactively or individually?
- ✚ What approach or method will be applied to learning? Suppose constructivist behaviorists, etc.
- ✚ How much time will be assigned to each task and how will the learning be carried out (per lesson, chapter, module, etc.)?
- ✚ What are the cognitive skills determined for students to achieve the learning objectives?
- ✚ What mechanism is designed by you to get feedback on teaching materials?
- ✚ How to design learning activities so that they attract students? Will you choose for variations in shipping options and media types?

Development (D)

In resisting development, the production and integration of the material has been designed at the design stage. In this phase, storyboard, content writing and graphic design are needed. It aims to answer the following questions:

- ✚ Does it make teaching materials on schedule?
- ✚ Are there work teams in several students? Are there members who work effectively in a team?
- ✚ Do students contribute according to their capacity?
- ✚ Are the materials produced intended for student assignments?

Implementation(I)

This phase is made a procedure for training trainees and their instructors / facilitators. Training for facilitators includes the curriculum, expected learning outcomes, delivery methods and testing procedures. Other activities that must be carried out in this phase include the signing and distribution of materials and other supporting materials, as well as preparation for technical problems and discussing alternative plans with students. Some examples of implementations that can be determined:

- ✚ As a result of learning, does the teacher see that students can understand the topic immediately or do they need help?
- ✚ How to deal with any mistakes that might occur during learning. What is the teacher's reaction when activities for students do not run as planned?
- ✚ When technical problems and others arise, do teachers have a 'backup' strategy?
- ✚ Is the implementation small or large scale?
- ✚ When groups of students receive material, can they work independently or need guidance?

Evaluation (E)

Each stage of the ADDIE process involves formative evaluation. This is multidimensional and is an important component of the ADDIE process. This assumes a formative form of evaluation in the development stage. Evaluation is carried out during the

implementation phase with the help of instructors and students. After the implementation of learning is complete, summative evaluation is carried out to improve learning. Designing the entire evaluation phase must determine whether the issues relevant to the training program are completed and whether the desired objectives are met.

Strengths and Weaknesses of the ADDIE Model

In its application in the field, this ADDIE model certainly has advantages and disadvantages, the advantages and disadvantages of the ADDIE model learning design include

The advantages of this model are simple and easy to learn and the structure is systematic. As we know, the ADDIE model consists of 5 interrelated and systematically structured components, meaning that from the first stage to the fifth stage in the application it must be systematic, not randomly sorted or we can choose which one we want to take precedence. Because these five stages / steps are very simple when compared to other design models. Its nature is simple and structured and systematic, so this design model will be easily learned by educators.

The disadvantage of this design model is that in the analysis phase it takes a long time. In this analysis stage the designer or educator is expected to be able to analyze two components of the student first by dividing the analysis into two, namely performance analysis and needs analysis. These two components of analysis will later affect the length of the process of analyzing students before the learning stage is carried out. These two components are important because they will affect the next stage of designing learning.

III. Research result

Learning outcomes are behavioral changes obtained by learning after experiencing student activities (Anni, 2006: 5). While according to Winkel in Purwanto (2009: 45) "learning outcomes are changes that result in humans changing in attitudes and behavior". Another opinion from Dimiyati and Mudjiono (2009: 20) that "learning outcomes are a culmination of the learning process". Likewise with the opinion of Purwanto (2009: 44) that "learning outcomes are often used as a measure to find out how far someone has mastered the material that has been taught. To actualize the learning outcomes required a series of measurements using a good evaluation tool and fulfilling the requirements".

In the teaching and learning process, good learning outcomes become the main goal of a teacher, good learning outcomes are expected to be achieved by students, and teachers must know so that in the future teachers can design learning better. After doing learning students must measure the level of success in learning, not only the learning outcomes but success in the process / learning activities. From the opinions of experts it can be concluded that learning outcomes are changes in attitude, students' knowledge towards a better and learning outcomes is a culmination of the learning process in the form of behavioral changes after experiencing learning activities that include knowledge, skills and attitudes.

Many factors influence student learning outcomes, with less pleasant conditions in students, so the learning spirit decreases and eventually the learning outcomes decline. There are several factors that can affect learning outcomes, namely external factors and internal factors. External factors, namely factors from outside the student, for example the place of learning, environment, climate and culture. Internal factors, namely factors from within students, for example health, physical condition, emotions, souls, etc.

Whereas according to Anitah (2007: 2.7) reveals that "the factors that influence learning outcomes are grouped into two groups, namely factors in the students themselves (internal) and factors from outside the student (external)". Internal factors exist within students who influence learning outcomes including skills, interests, talents, effort, motivation, attention, weaknesses in health, and student habits. One of the important things that must be instilled in students is that the learning they do is their needs. Whereas there are factors outside the student's self that influence learning outcomes including the physical and

non-physical environment (including classroom atmosphere in learning, such as cheerful, pleasant), socio-cultural environment, family environment, school programs (including school committee support, teachers, implementation learning, and school friends). The teacher is the most influential factor in the process and outcome of learning, because the teacher is the manager or director in the class.

Teachers must design the learning process so that students are encouraged to learn and improve their learning outcomes. Learning will be according to the goal if done effectively and efficiently, and overcome the factors that influence learning outcomes. Thus the learning outcomes will be optimal if the existing factors can play a good role. The success of learning is the result of integrating existing factors.

The results of this study also resulted in an increase in the results of learning English with the ADDIE learning model providing opportunities for students to regulate the understanding of English concepts. Where students are educated in groups about all things that need to be represented to solve the phenomenon of English. Understanding or comprehension is a level of ability that expects students to be able to understand meaning or concepts, situations, and facts that they know. Understanding is the ability to prove a simple relationship between facts or concepts.

The learning process in understanding involves tapping new information and integrating it into what is already known to construct new meaning. Understanding is the ability to understand, not just understand something. Deep understanding in English includes a system that is coherent about facts, concepts, methods in problem solving. A student who understands a matter must be able to provide an explanation or description of the general and specific characteristics of the matter, so that he can retell exactly what he has gotten in the learning process in his own way and words.

Understanding is very important to ensure students can solve problems perfectly. Understanding means constructing a format to represent conditions and generate changes from one state to another. So, understanding is the basis of problem solving skills, because problem solving skills are inseparable from actions that are based on thinking activities deeply postulated that meaning is constructed by students through the interaction of new information with other information.

IV. Conclusion

1. Teaching teachers in the classroom plays an important role in influencing the way students study English courses.
2. Learning and learning courses which are effective in third semester students of the English language study program become mediators to find learning models that are able to overcome problems in English.
3. The results of the study result that the influence of teacher teaching greatly influences student learning outcomes in teaching learning and learning subjects.
4. The effect of teacher teaching in applying the ADDIE learning model has proven to greatly affect student learning outcomes so that the results increase.

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