CHAPTER II
REVIEW OF RELATED LITERATURE

A. Previous Study

There are some previous studies teken by some researchers around the world related to the use of on Ispring and Website 2 APK Builder to making Multimedia Learning. The first previous study from M. Saidun Anwar & Choirudin Institut Agama Islam Ma'arif NU (AIMNU) Metro Lampung, Indonesia(2019). The researcher conducted the "M. Saidun Anwar & Choirudin.(2019). "Develping an interactive Matematic multimedia learning based on Ispring presenter in increasing student interest in learning" Institut Agama Islam Ma'arif NU (AIMNU) Metro Lampung, Indonesia". The design of this research was research and development (R & D) which refers to the ADDIE model (Analysis of Design Development Implementation and Evaluation) (Sugiyono, 2015).

The researcher attempt to clarify and The model consists of 5 stages, namely (1) Need analysis; (2) Design; (3) Development; (4) Implementation; (5) Evaluation. Then the researchers explored the results of the development of learning media according to the ADDIE stage.

Based on the results of the study, the interactive mathematics multimedia learning based on iSpring Presenter has met the requirements and is considered feasible to be used in the learning process as a supporting media for learning and able to increase students' interest in learning through varied learning activities. The use of the interactive mathematics multimedia learning based on iSpring Presenter succeeded in

increasing students' learning interest proven by the N-Gain value of 0.704 with a high category. It is suggested for further researchers to conduct research in a broader context by developing media in improving other variables of mathematics learning.

The second previous study conducted by Putricitra Pratiwi (2016). With the research entitle "Developmen To android-Based Mobile Learning Media To Improve Student Learning Outcomes Of Class X A Smk N 1 Kuningan In Competencyan Alyzingsigns Of Damage To Food Materials". The desigen of this research was research and development (R & D) conducted instudents of class XAPHP 1 SMKN 1 Kuningan.

The majority of students of SMKN 1 Kuningan already have smart phones (devices) that are used to communicate and play *games*. This condition causes students to tend to play devices during the lesson and less use the gadgets for learning. Based on this, it is necessary to developmedia *mobile learning* at SMKN 1 Kuningan. This development research aims to determine the process of developing *mobile learning* based on android, knowing the feasibility of the media and knowing the cognitive learning outcomes of students aftermedia *mobile learning* using Android-based. The development research model used is the ADDIE (model*Analysis, Design, Development, Implementation* & *Evaluation*). The sample used in the study was 29 students of class X APHP 1 SMKN1 Kuningan. The design of this research is *One Group Pre-test Post-test Design* by providing a *pre-test* before treatment and *post-test* after treatment. The research instrument used was a multiple choice *pre-test post-test* , a media validation questionnaire and a student response questioner.

Media validation was carried out by 1 media expert, 1 material expert and 1 linguist. The results showed the *feasibility of mobile learning* android-based on the media aspect was 92.95% with the criteria "Very Good", the material aspect was 94.44% with the criteria "Very Good" and the language aspect was 83.64% with the criteria "Good". The use of media *mobile learning* Android-based by X APHP 1 students of SMKN1 Kuningan was also able to improve student cognitive learning outcomes with an N-gain score of 0.52 or 52% which is included in the "moderate" criteria. It is recommended that learning media be *mobile* Android-base dused to support ongoing learning activities.

Therefore, based on the successful implementation of *E-Learning* in the previous relevant study, the researcher decided to *Creating Learning Media* Android application to the students reading descriptive text at SMP Muhammadiyah 2 Pagelaran. The researcher conducts a Research and Development (R & D) research design.

B. Review of Literature

1. The Definition of Reading

In learning English, there are four basics of language which have to be mastered by students, the skills are listening, speaking, reading, and writing. Dallman, Rouch, Char, and Deboer (1982: 23) state that Reading is verbal process related with thinking and all the other skills, listening, speaking and writing. Specifically, reading is a process of reconstructing from the printed pattern on the page, ideas and information intended by the autor.

Reading is also a language and communication process, it means that the process of laying down the readers in contact and communication with ideas. Reading always involves an interaction between the writer and the reader. Rereading also as an interaction by which meaning encoded in visual stimuli by author becomes meaning in the main of the reader (Dechant, 1982: 5)

Harmer (2001: 68) states that reading is useful for other purpose too: any exposure to English (present the students understand it more or less) is a good thing for language pupils. Reading text also provides good models for writing, and the opportunities to study language: vocabulary, grammar, punctuations, and the way to make sentences, paragraph, and text.

From the definition above, it can be concluded that reading is an exertion to understand the content of the texts and the result of interaction between the perception of graphic symbols and the readers' language skill and knowledge of the word.

2. **The purpose of Reading**

Grabe (2009: 8-10) described the aims of reading are at least six main purposes for comprehension reading. The purposes are:

1) Reading for information

   The combination of scanning and skimming allows to the readers to search information.

2) Reading for quick understanding

   Used for variety of other reasons and so may be seen as a high level of

purpose. The readers use skimming when they are would not spend more time and to search the text is about.

3) Reading to learn

Reading to learn is implementing in academic and professional setting. Usually the readers are hoping to remember the main ideas and many supporting detail of the ideas and be able to pull down the information as needed.

4) Reading to integrated information

This type of reading requires that the readers synthesize and study not only one source or they learn in multiple texts and combine in one idea. Reading to critique, evaluate and applying for informationThis type often represent upgrading level of claim and site interaction of reading process.

5) Reading for general comprehension

Reading for general comprehension is the most general purpose for reading range from fluent readers, and it is the dereliction judgment for the term reading comprehension.

3. **Technique of Reading**

Different readers may have their own ways and technique in accordance with their favour and purpose. Some linguists have proposed many ways of reading which the mainly used in Francoise, Grellet (1998: 40) summarized as follows:

a. Skimming

Skimming is quickly running one's eyes across a whole text (an easy article or chapter) to get the gist of it. The reader goes through the text extremely quickly. The purpose of skimming is simply to see what a text is about. The reader skins in order to satisfy a very general curiosity about a text.

b. Scanning

Scenning is Reading quickly going to a text to find aparticular of information. Scanning occurs when a reader goes through a text very quickly in order to find a particular point of information (William, 1996: 100). The purpose of scanning is to exact certain specific information without reading the whole text (Brown 1994:293).

c. Extensive Reading

Extensive Reading is reading longer textusually for someone's pleasure. This is a fluency activity, mainly involving global understanding.

d. Intensive Reading

Intensive Reading Is reading short text to extract specific information. This is more on accuracy activity involving reading for detail. In this course, each text is read carefully and thoroughly for maximum comprehension.

4. Macro and Micro Reading Skills

In reading comprehension there are micro and macro skill, Brown (2004: 187-188) states the macro skills reading comprehension as follows:

a. Recognize the rhetorical forms of written discourse and their significance for interpretation.

b. Recognize the communicative functions of written texts, according to from and purpose.

c. Infer context that is not explicit by using background knowledge.

d. Described events, ideas, etc, infer links and connections between events, deduce causes and effects, and detect such relations as main idea, supporting idea, new information, generalization and exemplification.

e. Distinguish between literal and implied meanings.

f. Detect culturally specific references and interpret them in a context of the cultural schemata.

g. Develop and use a battery of reading strategies such as scanning and skimming, detecting discourse markers, guessing the meaning of words from context, and activating schemata for the interpretation of text.

Brown (2004: 187-188) states the micro skills reading comprehension as follows:

a. Retain chunks of language of different lengths in short term memory

b. Process writing at an efficient rate of speed to suit the purpose.

c. Recognize a core of words, and interpret words order patterns and their

significance

  d. Recognize grammatical word classes (noun, verb, etc), system (e.g. tense, agreement, pluralisation), patterns, rules, and elliptical forms

  e. Recognize that a particular meaning may be expressed in different grammatical forms

  f. Recognize cohesive devices in written discourse and their role in signalling the relationship between and among clauses.

The micro reading skills as proposed by experts demonstrate the wide coverage of reading skills. Some skills essentially overlap; some others show similar conceptions some include text structures and demonstrate levels. Based on above mentioned reading micro skills, it can be inferred that reading.

5. Aspects of Reading

There are five aspects of reading namely main idea, specific information, reference, inference, and vocabulary.The explanation is follows:

a.Main Idea

Finding the main idea of a paragraph is one of the most important specific comprehension skills. Hancock (1987:54) defines that the main idea is the essence of the paragraph, or rather than what the author is trying to get across to the reader. In other words, that is what the author wants a reader to know about. So, the main idea is the important idea that the author develops throughout the paragraph.

b. Specific Information

Supporting sentence or specific information develops the topic sentence by giving definition, examples, facts, comparison, anology, cause and effect statistics and quotationreference. According to La Tulipe (1986:20)

c. References

References are words or phraseused either before or after the reference in the reading material. When such words are used, they are signal to the reader to find the meaning elsewhere in the text.

d. Inference

Kathleen (1986:31) states that an inferences is an educational guess or prediction about something unknown based on available fact and information. The reader will be able to do this by making use of the context in which the owrd occurred, in order to give him a rough idea of its meaning

e. Vocabulary

According to Wallace (1978:30), vocabulary is the stock of word used by peaople or even for person. Concerning with those statements indeed vocabulary is fundamental for everyone who wants to speak or to produce utterances for reading.

f. Determining main idea

The main idea is the most important information the author wants you to know the point of the passage by summarizing the passage and look for repetition of ideas/words.

g. Finding the specific information

Finding the specific information part of text In this section, the reader only focus on scanning or looking for the relevant part(s) and ignore the irrelevant. When the reader has a very specific goal in mind, it is very useful to know what she/he is looking for in the text.

C. Descriptive Text

1. Definition of Descriptive Text

According to Mc. Crimmon that descriptive can be define as a process of describing something in words with usea skill that make the reader get area son able impression to certain object. It means that descriptive is a type of writing in introducing verbal representation of person, place, place, thing, event, or process into an essay. A good descriptive is able to evoke all sense such as touch and taste. Firstly, making descriptive text we should able to understand the rhetorical structure (identification, description) and language features of descriptive text.

2. The Generic Structure of Descriptive Text

Gerot and Wignell stated that the generic structure of descriptive text are related in describing of identifications, such as things or phenomenon and describing the description in detail, such as good shapes, properties and characteristics of someone or something.

3. The Language Features of Descriptive Text

The generic structures always support by the language features. To support form of descriptive text, it must be has the significant language features to complete it. Knapp and Watkins said that the linguistics features of descriptive text areoften using present tense in presenting descriptive text, using verb "be", "has/have", or linking verbs such as look, seem, smell, sound, etc., using mental verb in describing feelig, using adjective, adverb, and adverbial phrase in presenting the descriptive text.

4. The Example of Descriptive Text

In this below are the example and the rhetorical structure of descriptive text:

Borobudur Temple

Picture. 2.1 Example of Describe Place

(Identification)

Borobudur is a Buddhist temple. It was built in the ninth century under Sailendra dynasty of ancient Mataram kingdom. Borobudur is located in Magelang, Central Java, Indonesia.

(Description)

Borobudur is well-known all over the world. Its construction is influenced by the Gupta architecture of India. The temple is constructed on a hill 46 meter high andconsists of eight steps like stone terrace. The first five terraces are square and surrounded by walls adorned with Buddhist sculpture in bas-relief. The upper three are circular. Each of them is with a circle of bell shape-stupa. The entire upper structure is crowned by a large stupa at the center of the top circle. The way to the summit extends through some 4.8 km of passage and stairways.

The design of Borobudur symbolizes the conception of universe in Buddhist cosmology. It is believed that the universe is divided into three spiritual spheres, kamadhatu, rupadhatu, and arupadhatu. The first sphere, kamadhatu, represents respectively the sphere of desires where we are bound to our desires; the second sphere, rupadhatu, represents forms where we abandon our desires but are still bound to name and form; and the last sphere, arupadhatu, represents formlessness where there is no longer either name or form. Borobudur temple which is rededicated as an Indonesian monument in 1983 is a valuable treasure for Indonesian people. With its magnificent size and architecture, no wonder that Borobudur Temple includes 7 wonders of the world.

D. The Concept of E-Learning

1. Definition of E-Learning

E-learning and belong to technology-based learning that uses electronic devices. E-learning includes technology application such as audio and video tape, satellite TV, CD-ROM, and android based learning as well as local intranet or extranet and web based learning. E-learning refers to the use of androids that deliver combination of text, sound, video, in enhancing learning process. E-learning now a day is being a new form in education not only to make learning pro-cesses easier but also the need of applying technology in learning process for teachers and learners to face globalization era.

According to Nedeva and Dimova (2010:3) e-learning is essentially net- work-enabled transfer of skill and knowledge that use electronic devices and pro-cesses to learn. It includes web-based learning, android based learning, virtual classroom and digital collaboration which content is delivered via the internet, intranet/extranet, audio, and CD-ROM. Ward (2012) says that E-learning is the use of android to provide instruction or learning process. E-learning does not necessarily use the Internet, but typically incorporates audio, multimedia, and student interaction (Rouse: 2007). As the Internet is increasingly used to integrate E-learning initiatives, the terms e-learning are becoming synonymous (Ruiz et al, 2006).

As e-learning are the new way of teaching it has different tech- niques and method especially in delivering the teaching materials. Letcher et al (in Vernadakis, 2005) reported that E-learning was more effective than

traditional instruc-tion for a wide range of skills in math, science, art, reading, and writing.

There are several types of e-learning activities. Levy (in Ward, 2012) divides types of E-learning into two; tutors and tools. In the tutor classification the androids has the information to be learned and controls the learning environment, while a E-learning tool enhances the teaching process by focusing on one particular learning task and aiming to improve it. Moreover, Naidu (2006: 1) also represents various types of e-learning as follow:

1.) Individualized self-paced e-learning

online It is a situation where an individual learner accesses the materials via online by using internet, intranet / extranet

2.) Individualized self-paced e-learning offline

It is a situation where individual learner accesses the materials without connected to the internet.

3.) Group based e-learning synchronously

It is a situation where groups of learners are working together at the same time via the internet or intranet. For example chat and audio- video conference.

4.) Group based e-learning asynchronously

It is a situation where groups of learners are working together over the internet in different time. For example of this activity is online discussion through electronic mail.

From the four types of e-learning activities stated above, teachers have to decide which one is appropriate to use for teaching and learning process. It de pends on the situation and condition of learners. For example, in the classroom or android laboratory, teachers may use types a and c where students can use inter net for accessing teaching material at the same time. Teachers may use types b and d when the students outside the classroom or for having homework.

Furthermore, e-learning bring the new atmosphere of teaching and learning in the classroom that it is different to the conventional teaching; surely they have benefits in teaching and learning process. Ward (2012) divides the benefits of E-learning into three;

1.) Self-paced learning, where the learners can repeat some task and review some materials that they can do so as many time as they want

2.) Self-directed learning, where learners can decide what they want to learn in a way that suits them, 3) the exercising the various senses and the ability to rep resent content in a variety of media, which means that androids can exercise various senses and present information in a variety of a media that can enhance learning process.

In conclusion, E-learning is the teaching and learning that use electronic devices. Even though E-learning are broadly synonymous, they are not really the same. E-learning, however, used android as a medium to provide learning process, while e-learning is the transfer of skills and

knowledge using electronic devices such as android software, video, satellite TV which content is delivered via the internet, intranet / extranet. However, the E-learning process is not only online, it can be delivered via offline through media such as audio and video. So that E-learning can be more effective and interactive learning. It has some benefits for teacher and learner to help them easy in conducting the les son through the media used.

2. **Advantage and Disadvantage of E-Learning**

Points that important to lecture when he or she will apply the method he or she should know about the advantage and disadvantage of method. There are some the advantage and disadvantage the implementation Android-Assisted Language Learning

a. **Advantage of E-Learning**

1.) Interest and motivation

Classical language teaching in classroom can be monotonous, boring, and even frustrating, and students can loose interest and motivation in learning. E-learning programmers can provide student ways to learn English through android games, animated graphic and problem-solving techniques which can make drills more interesting (Ravichandran 2000).

2.) Individualization

E-learning allows learners to have non-sequential learning habit; they can decide on their own which skills to develop and which

course to use, as well as the speed and level by their own needs.

3.) A Compatible Learning Style

Students have different style of learning, and an incompatible style for students will cause serious conflicts to them. Android can provide an exciting "fast" drill for one student and "slow" for another.

4.) Optimal Use Of Learning Time

The time flexibility of using android enables students to choose appropriate timing for learning. Winter (1997) in Kiliçkaya (2007) stressed the importance of flexible learning, learning anywhere, anytime, anyhow, and anything you want, which is very true for the web-based instruction and E-learning. Learners are given a chance to study and review the materials as many times they want without limited time.

5.) Immediate Feedback

Students receive maximum benefit from feedback only if it is given immediately. A delayed positive feedback will reduce the encouragement and reinforcement, and a delayed negative feedback affect the crucial knowledge a student must master. Android can give instant feedback and help the students ward off his misconception at the very first stage. Brown (1997) in Kiliçkaya (2007) listed the advantages of E-learning as giving immediate feedback, allowing students at their own pace, and causing less

frustration among students.

6.) Error Analysis

Android database can be used by teacher to classify and differentiate the type of general error and error on account of the influence of the first language. A android can analyze the specific mistakes that students made and can react in different way from the usual teacher, which make students able to make self-correction and understand the principle behind the correct solution

7.) Guided and Repetitive Practice

Students have freedom of expression within certain bounds that programmers create, such as grammar, vocabulary, etc. They can repeat the course they want to master as many as they wish. According to Ikeda (1999) in Kiliçkaya (2007), drill-type E-learning materials are suitable for repetitive practice, which enable students to learn concepts and key elements in a subject area.

b. Disadvantages of E-learning

Although there are many advantages of android, the application of current android technology still has its limitations and disadvantages.

1.) Less-Handy Equipment.

According to Ansel et al (1992) in Hartoyo (2006, 31), the CAL program is different from traditional books that can be carried around and studied wherever and whenever they wish: on a train,

at home, in the middle of the night, and so on. School androids or language laboratory can only be accessed in restricted hours, so CALL program only benefits people who have androids at home or personal notebook.

2.) Increased Educational Costs

Gips, DiMattia, and Gips (2004) in Lai (2006) indicated that CALL will increase educational cost, since androids become a basic requirement for students to purchase, and low-budget school and low income students cannot afford a android.

3.) Lack Of Trained Teachers.

It is necessary for teachers and students to have basic technology knowledge before applying android technology in second language teaching and learning. Therefore, androids will only benefit those who are familiar with android technology

4.) Inability to handle unexpected situations

The learning situation that a second-language learner faces are various and ever changing. Androids merely have artificial intelligence, and it cannot deal with learner's unexpected learning problem or response to learner's questions immediately as teachers do. Blin (1994) in Lai (2006) stated that android technology with that degree do not exist, and are not expected to exist quite a long time.

E. Mobile E-learning

Mobile learning is now widely used in education in order to make learners have a portable device to learn (El-Hussein and Cronje, 2010). Advanced mobile devices such as smart cellular telephones are very popular among people primarily because they are wireless and portable. These functionalities enable users to communicate while on the move. The popularity of these devices is therefore a consequent of their ability to function at multiple levels.

1. The Nature of Mobile Learning

The development of techology offers a dynamic approach for learning which is called e-learning. E-learning is a portable learning which is supported by information technology. It gives learners the idea that learning is something portable which they can do everywhere by using internet access. It is a learning that takes place with the help of mobile devices, or the intersection the application of small, portable, and wireless computing and communication devices and learning facilitated and supported through the use of information and communications technology (Quinn, 2000). That statement is supported by Pinkwart, et al., 2003 which states that e-learning as a learning supported by digital electronic tools and media, and by analogy, mobile learning as e-learning that uses mobile devices and wireless transmission. E-learning is widely used because it enables the learners to connect with their colleagues or professional by using the e-learning system.

It can also help the learners choose the materials and activities based on their needs.

However, the demand for learning anytime and anywhere encourages people to invent a new type of learning which is called m-learning. O''Malley et al. (2003) defines that mobile learning is when the learners are not in a fixed location and they use mobile technologies as their learning opportunities. It can be stated that m-learning is a learning that use any kinds of portable learning which usually related to the most recent technologies. Mobile learning as learning environmental based on mobility of technology, mobility of learners and mobility of learning that augments the higher educational landscape (El-Hussein and Cronje, 2010). Mobile learning becomes one of the distance learning alternatives which enable learners to have an easy access of learning. It gives learners more learning opportunities since they can learn anytime and anywhere. Geddes (2004) states that m-learning is identified by being available anywhere, anytime and by the tools used. Mobile learning gives learners flexibility of learning since they can access it anytime and anywhere. This kind of learning eases learner to learn inside or outside the school. Mobile device is a pervasive medium that may assist us in combining work, study and leisure time in meaningful ways (Turunen, et al. 2003). It is any educational provision where the sole or dominant technologies are handheld or palmtop devices (Traxler, 2005).

More and more people develop mobile learning because mobile learning

brings some positive effects for both teachers and students. It eases teachers and students to have a learning environment without having a formal situation in the classroom.

There are five advantages of mobile learning :

1.) Mobile devices allow students to gather, access, and process information outside the classroom. They can encourage learning in a real-world context, and help bridge school, after school, and home environments.

2.) Reaches underserved children. Handheld devices can help advance digital equity, reaching and inspiring populations children from economically disadvantaged communities and those from developing countries because of their relatively low cost and accessibility in low-income communities.

3.) Improves twenty-first century social interactions. Mobile technologies have the power to promote and foster collaboration and communication, which are deemed essential for twenty-first century success.

4.) Fits with learning environments. Mobile devices can help overcome many of the challenges associated with larger technologies, as they fit more naturally within various learning environments.

5.) Enables a personalized learning experience. Not all children are alike;

instruction should be adaptable to individual and diverse learners. There are significant opportunities for genuinely supporting differentiated, autonomous, and individualized learning through mobile devices.

F. ADDIE Model

ADDIE is a general purpose model, most useful for creating instructional products, but also applicable for program design. The ADDIE Model is an iteractive instructional design process, where the results of the formative. Evaluation of each phase may lead the instructional designer back to any previous phase. The end product of one phase is the starting product of the next phase. The ADDIE model consists of five steps; analysis, design, development, implementation and evaluation (Rodgers, 2002).

Analysis is the phase in which the resercher define and identify the problem and determine the solution of the problem. The analysis is the stage where the writer does need analysis and determine the goals of the research in order give input for the design. Design phase is the outline of the goals of the research. In this phase the writer conducts a learning analysis, write objectives, select delivery systems and sequence instruction. This is the input for the development phase. Development phase is the phase when the writer develops the instruction and media that will be used. The purpose of this phase is to generate the lesson plans and lesson materials. The next phase is implementation. It refers to the actual delivery of the instruction.

The purpose of this phase is the effective and efficient delivery of

instruction. This phase must promote the students' understanding of material, support the students' mastery of objectives, and ensure the students' transfer of knowledge from the instructional setting to the job. The last phase is evaluation. This phase measures the effectiveness and efficiency of the instruction. There are two types of evaluation, formative and summative. Formative evaluation is ongoing during and between phases. The purpose of this type of evaluation is to improve the instruction before the final version is implemented. Summative evaluation usually occurs after the final version of instruction is implemented. This type of evaluation assesses the overall effectiveness of the instruction. Data from the Summative Evaluation is often used to make a decision about the instruction as whether to purchase an instructional package or continue/discontinue instruction). Tomonori states that each of the steps provided in the ADDIE model are linked to one another which starts from analysis and ends with evaluation. He adds that the revision can occur within the process; therefore the feedback is stemming from the evaluation stage.

G. How to Creat Learning Media In Teaching English

1. Multimedia Power Point

Power Point is a presentation program developed by Microsoft. It

is included in the standard Office suite along with Microsoft Word and Excel. The software allows users to create anything from basic slide shows to complex presentations. Power Point is often used to create business presentations, but can also be used for educational or informal purposes. The presentations are comprised of slides, which may contain text, images, and other media, such as audio clips and movies. Sound effects and animated transitions can alsoincluded to add extra appeal to the presentation. However, overusing sound effects and transitions will probably do more to annoy your audience than draw their attention.

A PowerPoint presentation is a presentation created using Microsoft PowerPoint software. The presentation is a collection of individual slides that contain information on a topic. PowerPoint presentations are commonly used in business meetings and for training and educational purposes. Android applications have been used in many school disciplines and thus changing teaching methodologies throughout the curriculum. This tool allows students to experience a world of real language opportunity. Through androids, students can do some activities. First, students read source materials. Then they articulate and crystallize their ideas through interaction with their peers and teacher. Finally, they write them on android slides and share their writing with others in classroom. Microsoft Power Point is a software that is easy and often used to create learning media. In power point. There are menu that allow users to create and develop learning media that is more attractive, more interactive and more fun.

a. **Manufacturing Slide Master**

Here steps to create a master slide.

1.) Open the Microsoft PowerPoint 2007 program until it appears
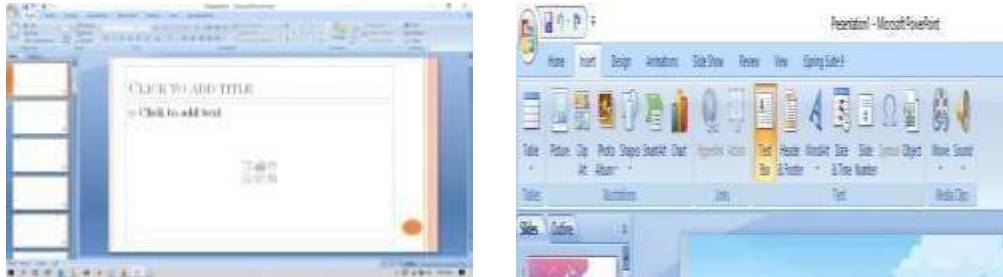
Picture. 2.2 Open Microsoft Power Point

2.) Click the menu Insertthen click picture, to add bacground presentation then Click Insert, select Text Box, add text in the middle of the presentation. added, the title of learning media, semester, class and compilers of learning media.

Picture. 2.3 Add Background and Text

3.) Select Text Box, add text in the middle of the presentation. added menu home (kompetensi dasar, materi, video pembelajaran, contoh, evaluasi and daftar pustaka)

Picture 2.4. Home Menu

4.) Select new slide, add text in the middle of the presentation. added the (kompetensi dasar, materi, video pembelajaran,contoh, evaluasi and daftar pustaka)

b. Addition Of Text, Image And Video Animation

Animations in Power Point are important to grab the audience's attention and make presentations more interactive, less boring and more fun. However, excessive use of animation will obscure the content of the presentation. Use only text and image animations as necessary. In PowerPoint there are 2 main types of animation that can be used, namely :

1. Slide transition animation (movement between slides)

2. Custom Animation (for animation of text and images)

3. Custom Animation consists of 4 types of animation

4. Entrance (suitable for text / images will enter the presentation slide)

5. Emphasis (color change animation)

c. Addition Of Hyperlinks

After all the slides are complete and the animation has been added to the slide, the next step is to add a Hyperlink to the Slide Master. With Slide Master, we only need to create one Hyperlink on the menu and navigate across all slides.

1.) Click the menu View, select Slide Master.

2.) Select the top slide from the available presentation slides.

3.) Block thetext HOME, right click then select Hyperlink.

4.) Select Place in This Document, click on Slide 1, because Slide 1 contains the front slide of the presentation slide. Click OK when it is selected

5.) In the same way do it for the menu KD, materi, vidio pembelajaran, contoh, evaluasi, daftar pustaka

6.) For example, for hyperlinks on SK / KD slides as follows.

SK / KD is *linked* to Slide 2. Click OK when it is selected. If all the menus have hyperlinks, then the navigation section also needs to add a hyperlink. To do this, click on the navigation image to the previous slide.

Picture 2.5. Addition Of Hyperlinks

2. Ispring Suite 9
   a. Definition of Ispring Suite 9
   Ispring Suite 9 is a tool that converts presentation files into Flash and

   SCORM / AICC forms, which are the forms commonly used in learning

with e-learning LMS (Learning Management System). Thes of ware is Ispring available inversions free (free) and paid. Ispring Presenter can easily be integrated in Microsoft PowerPoint so that its use does not require complicated skills.

b. Developed to support e-learning.

Ispring Suite 8 can insert various forms of media, so that the resulting learning media will be more attractive, including being able to record and sync presenter videos, add Flash and YouTube videos, import or record audio, add school go and presentation maker information, as well as create unique navigation and designs.

1. Easily distributed in format Flash, which can be used anywhere and is optimized for the web.

2. Making quizzes with various types of questions / questions, namely: True / False, Multiple Choice, Multiple response, Type In, Matching, Sequence, numeric, Fill in the Blank, Multiple Choice Text, Word Bank.

c. Ispring Suite 9 to make Quizz

The following is a picture of the types of quizzes that can be made with Ispring Suite 9

1. **Types of quizzes in Ispring Suite 9**

Picture 2.6 Types of Quizzes

2. **Main menu on Ispring Suite 9**

   1.) Publish : Manage the publication of presentations

   2.) Presentation : Settings / presentation management, presenter, and link / link

   3.) Narration : Video / audio narration settings, and narration synchronization

   4.) Insert : Inserting Flash, Quiz,

   5.) Interaction, Simulation, Character and Youtube video

   6.) About: Info About Software, Help, and software update

Picture 2.7 Main menu of Ispring suite 9

3. **Publication Presentations**

   There are 2 ways to publish presentations, namely

   1. Quick Publish : Publish to flash format with settings following the defaults program. How: Fill in the name of theoutput Flash movie in

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the Presentation Title field. Specify a local folder or network share where the presentation will be saved. When finished, click thebutton publish.

2. Publish: Publication of the arrangement /setting defined by the user publish with the settings specified by the user is divided into several levels, including:

1.) Publish Presentation to My Android - Publishing to a folder on the local android Settings Publish Presentation to My Android Publish Window tab consists of 4 tabs, namely

2.) Publish Presentation to SlideBoom - Publication via the web / uploading the presentation to online and displaying it worldwide.

3.) Publish Presentation to Web / FTP - Upload presentation to FTP server. Send Presentation via E- Mail - Send presentation via email.

4. **Evaluation Design.**
   1.) Open an existing quiz or create a new one.

   2.) Select Properties on the Quiz Maker toolbar.

3.) Then select Reporting on theleft.

4.) Check the Send quiz result to server checkbox and enter the address of

your server that points to a parsing server script

5.) Start to open ispring and power poin (PPT)

First stap is open ispring suite 9 and connect with power points (ppt) to

start making design introduction (name, absent number, class, school)
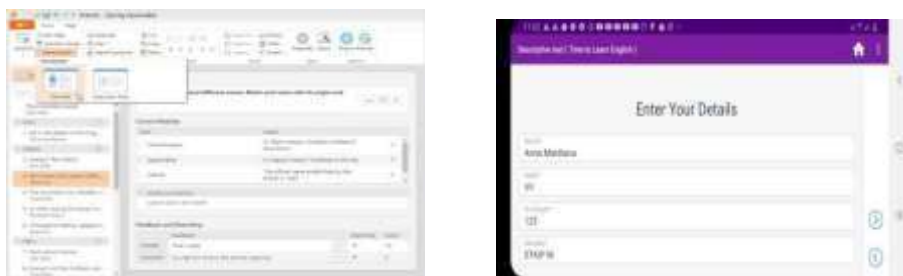
Picture 2.8 Design introduction student identitas

5. **Question Categories**

There are various categories of questions as follows:

1.) Multiple choice (multiple choice)

2.) Multiple response (more than one response)

3.) True/ false

Picture 2.9 Question Categoris

6. **Quizzes that Grade Results**

   There are no tests without assessment; that's why it's essential that your quizzes evaluate students' results. As we've already mentioned, there's no such possibility in PowerPoint; that's why we only added a neutral end slide that didn't indicate whether the quiz has been passed or failed. To make your quiz gradable, all you need to do is to choose.

   the By passing score under Scoring Type in the Properties window of iSpring Quiz Maker and set the passing score you need. By default, the passing score is 70%.

Picture 2.10 Passing score

7. **Publish HTML5**

   After you've finished building a quiz, you can publish it to HTML5 for your learners to view it in web browsers or on mobile devices, or any eLearning

format for uploading to an LMS, including SCORM 1.2 and 2004, AICC, xAPI, and cmi5.

Picture 2.11 Publish HTML5

8. **Lollecting Quiz Results**

To collect quiz results, simply choose whether to get results via email or have them sent to your server in the iSpring Quiz Maker Properties window.

Picture 2.12. Collecting quize results (email)

H. **Website 2 APK Builder Pro**

1. **Definition of Website 2 APK Builder Pro**

Website 2 APK Builder Pro is a computer application that is made

specifically for creating Android applications, which includes a website or blog that you have, and applications that are made on Website 2 APK Builder can be installed on your Android phone and can even be published on Playstore.

PowerPoint files that have been converted to HTML5 must be converted into APK files so that they can be installed on Android. The software used to convert HTML5 files to APK is Website 2 Apk Builder Pro.

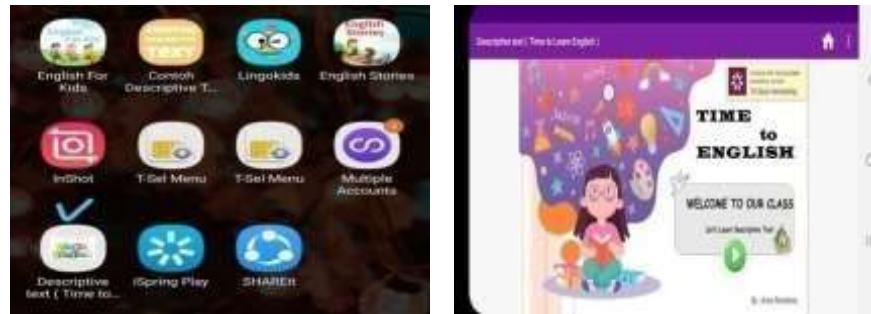2. **How to Convert HTML5 to Website 2 APK Builder Pro**

   1.) First, install the website software 2 APK Builder Pro

   2.) The next step is to convert HTML5 files into APK with the Website 2 APK Builder Pro software, the steps are as shown
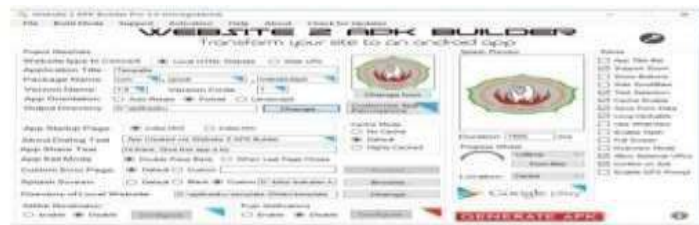
Picture. 2.13 Webside 2 APK Builder

   3.) Clikk the Generate APK button to create an APK file from an HTML5 file.

   4.) The converted file in the form of an APK file will be stored in the D: / my application folder.

   5.) Move the APK file to your device / Android using bluetooth or data cable.

   6.) Please install the copied APK file to Android, wait for it to finish and

the results can be seen in the image below:

Picrure 2.14. Final project