DEVELOPMENT OF INTERACTIVE LEARNING MEDIA BASED ON LECTORA INSPIRE IN DESCRIPTIVE TEXT MATERIAL FOR STUDENTS IN CLASS VIII SMP NEGERI 3 GUNUNGSITOLI UTARA IN 2023/2024

By Enjelis Zega

DEVELOPMENT OF INTERACTIVE LEARNING MEDIA BASED ON LECTORA INSPIRE IN DESCRIPTIVE TEXT MATERIAL FOR STUDENTS IN CLASS VIII SMP NEGERI 3 GUNUNGSITOLI UTARA IN 2023/2024

RESEARCH PROPOSAL

Proposed in
Research Proposal Seminar Forum

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EDUCATION STUDY PROGRAM
UNIVERSITAS NIAS
2023**

CHAPTER I

INTRODUCTION

1.1 Background of the Research

The current technological era is influencing the structure of human life. The development of this technology is very rapid and occurs in all lines of life, from social, economic, cultural, political to educational. The world of education is required to always follow and adapt technological developments in an effort to improve the quality of education. These adjustments can be made by using technology as a medium that is implemented in the learning process.

Education in the 4.0 era must be able to utilize technology in the learning process. This can provide a solution that learning can be carried out continuously. Teachers as the main pillar in education must be able to follow the industrial era 4.0 by deepening competence. Teachers are one component that occupies a central and very strategic position in the education system (Astinatria &; Sarmawa, 2020). Learning that should be done in the 4.0 era requires teachers and students to be technologically literate because learning resources are not only from books. The use of the internet has been widely done as a learning resource for students in schools. Media in an educational perspective is a very strategic instrument in determining the success of the teaching and learning process. Teacher success in the teaching and learning process is closely related to methods, models, strategies, learning resources and learning media. To get a good learning process interesting and interactive, teachers need to have methods, models, strategies, learning resources and learning media and approaches that suit students' circumstances and needs.

Era 4.0 teachers must have competence in information technology. Technology can help teachers to manage material more efficiently and focused so that the learning process can run effectively. This matter aims to ensure the learning process runs well. One of the important factors that influencing teacher success in teaching, namely the use of learning media interesting and interactive. So students are more interested in listening and paying attention learning when the teaching and learning process takes place. Good learning media is media that is

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two way in nature to help interactions between students and teachers (Hartati, 2019). Selection of appropriate and appropriate media with students' conditions will make learning in class more effective. Choosing the right media that suits students' conditions will make learning more effective.

Media can be broadly defined as people, objects or events enable students to acquire knowledge and skills. The presence of internal media learning has an important role to support success and fluency teaching and learning process, because the media functions as an intermediary and assistant if complexity or ambiguity that can be simplified with the help of media. Media can represents what the teacher is unable to say through words or sentences. Media has a very important role in improving student learning outcomes. According to (Sinamora and Yogica, 2022) the media used in the learning process media acts as an intermediary used by educators during learning that is able to make it easier for educators to convey material to students. Learning using interactive media offer many advantages for both educators can use to students to improvement achieve in learning (Mahliatussikah, 2022). The use of interactive learning media is one way that educators can use to students to improve achievement in learning. One interactive learning media that can be developed is using Lectora Inspire software.

Lectora inspire is a complete application because it provides music, animation and templates with attractive color choices (Ristiani & Yono, 2020). Learning media based on lectora inspire is a learning media that is easy to use and practical (Ulfatuzzahara, 2020). Lectora inspire is an electronic learning development software that is relatively easy to apply or implement because it does not require an understanding of sophisticated programming language. Lectora inspire can be used in online and offline learning which can be used easily (Kadwa & Alshenqeeti, 2020). Lectora inspire learning media can be used in learning to improve students character (Audia et al, 2021). Benefits of use Lectora Inspire as an interactive learning media, among other things, it is easy to develop learning media, there is a feature of combining material and evaluation so that it makes it easier for teachers to operate it, the completeness of the content in Lectora Inspire adds creativity in developing more interesting learning media,

access to the use of learning media is possible offline so that users can use it independently and the final learning media product can be operated on the user's computer/laptop without having to have Lectora Inspire software.

The Descriptive Text subject is a subject that must be taken and completed for the Class VIII Semester 1. Descriptive text is a text that explains or describes people, animals or objects in terms of their shape, characteristics, number, etc. . Based on an interview with an English subject teacher, he said that the teaching of Descriptive text material still uses traditional blackboard media so that teachers have difficulty showing an example that they want to describe in real terms.

However, Based on observations of the learning process carried out during observations in class VIII of SMP Negeri 3 Gunungsitoli Utara in 2023/2024 academic year, problems were found in the teaching methods of teachers in class VIII. Teachers still predominantly use traditional media: whiteboards, handouts and student worksheets during the learning process. The use of this teaching method makes student responses less than optimal. The students at the back did not pay attention to the teacher's explanation and were instead busy chatting with their classmates. They seem less enthusiastic about participating in the learning process. Utilization of facilities at school is also less than optimal. Teachers still use conventional methods even though an LCD projector is available in the room. Based on interviews with teachers, in learning process teachers sometimes use power points, whiteboards, textbooks, student worksheets and do not use more interactive learning media. This is because teachers have too much administrative burden so they no longer have time to develop creative learning methods/media. Apart from these problems, another problem was found, namely the lack of development of computer-based learning media by teachers, namely Descriptive Text material. Lectora Inspire-based interactive learning media was chosen as the appropriate learning media for class VIII SMP Negeri 3 Gunungsitoli Utara, especially for Descriptive Text material. This learning media can be prepared easily and utilizes existing computer facilities at the school. Easy media creation and design according to the developer's wishes.

Based on previous research conducted by Meisy Dismela (2022) entitled "*Pengembangan Media Pembelajaran Berbantuan Lectora Inspire Pada Materi Aritmatika Sosial Siswa Kelas VIII SMP N 5 Singingi*". The research results show that the results of the validation test of Lectora-assisted learning media inspire designed by researchers obtained the average score of material experts 85.14% is included in the "very valid" criteria, while the average expert value the media obtained 85% which is also included in the "very valid" criteria. The combined average of material experts and media experts obtained a score of 85.07% in the "very valid" criteria. Apart from that, the results of the teacher response questionnaire assessment obtained an average of 97.5% with the criteria "very practical" and average the student response questionnaire assessment was 80.66% with the criteria "very practical". Thus it can be concluded that learning media with the help of Lectora Inspire the social arithmetic material was tested for validity and its practicality. Based on other previous research conducted by Andreas Johan Tua Winardo Sihaloho (2019) entitled "*Pengembangan Media Pembelajaran Berbasis Multimedia Interaktif Menggunaka Lectora Inspire Pada Mata Pelajaran Ilmu Pengetahuan Sosial Kelas VII SMP PGRI Tegowanu* " shows the results that the media expert's assessment of learning media Lectora based Inspire, the average is 3.02 which is categorized as "decent". Test material by teachers from the aspects of material quality, material presentation, and benefits on average a score of 3.43 is categorized as "very adequate" which shows the teacher's perception regarding Lectora Inspire is classified as very good. Test use by students are seen from the aspects of appearance, presentation of material, operation, and benefits with a mean score of 3.13 are categorized as "decent". shows that the perceptions of educator participants towards Lectora Inspire are classified as Good.

Based on this description, the researcher conducted development research with the title "Development of Interactive Learning Media Based on Lectora Inspire in Descriptive Text Material for Students in Class VIII SMP Negeri 3 Gunungsitoli Utara in 2023/2024". It is hoped that the development of interactive learning media based on Lectora Inspire can help teachers in delivering material in the learning process.

1.2 Formulation of the problem

Based on the problem, the formulation of problem can be stated as follows :

1.2.1 How does the development of Interactive Learning Media based on Lectora Inspire in Descriptive Text Material for Students in Class VIII SMP Negeri 3 Gunungsitoli Utara?

1.2.2 How does the feasibility of Interactive Learning Media based on Lectora Inspire in Descriptive Text Material for Students in Class VIII SMP Negeri 3 Gunungsitoli Utara based on material experts, media experts, English teacher and students?

1.3 The Purpose of the Research

Based on problem formulation, the purposes of this research are as follows :

1.3.1 To develop Interactive Learning Media based on Lectora Inspire in Descriptive Text Material for Students in Class VIII SMP Negeri 3 Gunungsitoli Utara.

1.3.2 To know the feasibility of Interactive Learning Media based on Lectora Inspire in Descriptive Text Material for Students in Class VIII SMP Negeri 3 Gunungsitoli Utara based on material experts, media experts, English teacher and students.

1.4 Product Specification

1.4.1 This product is an English Learning Media For Class VIII students at SMP Negeri 3 Gunungsitoli Utara using descriptive text material.

1.4.2 This product was developed using lectora inspire software, it contains text, images, effects sound, music, animation and video combined into one lesson.

1.4.3 This product can be run on a computer with the windows operating system.

1.4.4 This product is equipped with exercise accompanied by feedback that will appear when students enter answers that can evaluate the material being studied.

1.4.5 Interactive learning media uses material adapted to KI (Kompetensi Inti), KD (Kompetensi Dasar) dan Indikator Pencapaian.

1.5 Significance of the Research

The significance of this Research is :

1.5.1 Theoretically

This research can be useful as reference to develop English language teaching and learning process.

1.5.2 Practically

1.5.2.1 For the researcher, this research can be used as a reference to conduct a research and development project especially related to teaching descriptive text.

1.5.2.2 For the students, the products of this research can motivate students to learn Descriptive Text and make the learning process more interesting.

1.5.2.3 For the teachers, this research can help teachers in teaching descriptive text through interactive learning media and added information about Lectora Inspire and how to use in teaching students

1.5.2.4 For other researcher, this study will be a reference and source of information for improvement in research of the same field subsequently.

CHAPTER II

LITERATURE REVIEW

2.1 Theoretical Framework

2.1.1 Descriptive Text

➢ Definition of descriptive text

Descriptive text is defined as a text which described things, animal, someone, or places in detail information. As cited by Abrar, Alderson stated that descriptive is a text which describes a particular person, place, or things. The purpose is to inform about the subject by describing its features without personal opinion. The other experts are Gerot and Wignel in Rohmat and Sadikin cited in Rianda (2020) stated that descriptive text has a purpose to describe a particular thing, place, or people which shows the reader about the physical appearance of something clearly. Based on the definition above, it can be concluded that descriptive text describes things in general information. Then, the purpose of this text is to tell the reader about the written text that has been created by the writer

➢ Generic structures of descriptive text

- Identification or general statements. It introduces or identifies specific object.

- Descriptions: The parts of a text describe the object characteristics, appearances, personality, habits or qualities.

➢ Social Functions

- To give information about a particular entity by describing its features, history, and special characteristics.

- To give information about things by describing physical attributes, behaviours, uses, etc.

➢ Language Features

- Specific participant : it has a certain object, is not common and unique (only one). for example: Bandengan beach, my house, Borobudur temple.
- The use of the adjective (an adjective) to clarify the noun, for example: a beautiful beach, the famous place in Jepara, etc.
- The use of simple present tense: The sentence pattern used is simple present because it tells the fact of the object described

➤ Example

I have roommate named Chyintya.

She is beautiful, tall, and slim. She is so smart and friendly that she has many friends. She is younger than me. She is wise and patient. I often share problems with her to find good solutions. She often amuses and cheers me when I am in bad mood.

Chintya likes singing very much. She has a beautiful voice. She always sings every time and everywhere. She told me that she'd like to attend a singing contest on television.

2.1.2 Learning Media

2.1.2.1 Definition of Learning Media

According to Sanjaya (2019: 163), "in general, media is the plural word of "medium", which means intermediary or introduction. The word media applies to various activities or businesses, such as media in delivering messages, medium of introduction to magnetism or heat in the field of engineering". The term media is also used in the field of teaching or education so that the term becomes educational media or learning media. Suryani et al (2020: 5) "learning media are all forms and means of delivering information that is made or used in accordance with learning theory, can be used for learning purposes in channeling messages, stimulating students' thoughts, feelings,

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attention, and willingness so that they can encourage a deliberate, purposeful, and controlled learning process".

Learning media include hardware and software. Hardware is tools that can deliver messages such as overhead projectors, radios, televisions and so on. "Software is the content of programs that contain messages such as information contained in transparency or books and other printed materials, stories contained in films or materials presented in the form of charts, graphs and so on" (Sanjaya, 2021: 163-164).

According to Rahmy (2020), learning media is very important in the era of the era Now because the media can be used as a tool in the teaching and learning process In the classroom so that teachers are more effective and efficient in the classroom and can also help students' enthusiasm in learning. According to Nofriyandi et al., (2021) stated that learning media is the main element that is more dominant for Teaching and learning system because this learning media makes it very easy for teachers in delivering material.

According to Hamid et al. (2020), learning media is as anything that can convey a message through various channel, can stimulate students' thoughts, feelings, and willpower so that it can stimulate students' thoughts, feelings, and willpower encourage the creation of a learning process to add New information to students so that learning objectives can well achieved.

From some of the above understandings it can be concluded that the media Learning is anything that can be used as intermediaries to convey messages from multiple sources in a timely manner. planned to improve effectiveness, efficiency and circumstance conducive to

learning so as to encourage the creation of a learning process to add new information to students and achieve goals Learning.

2.1.2.2 Functions Benefits of Learning Media

Sudjana and Rivai (2011:2) in Devy Handayani (2020:14) stated that the benefits of media in the student learning process are firstly so that attention is more focused on the material when studying so that enthusiasm for learning increases. secondly, the teaching material is clearer so that the objectives in teaching and learning activities can be achieved and students are able to master the material well. The three students do a lot of activities when studying because students not only listen to the material given by the teacher but students have other activities such as making observations, practicing something and many others.

According to Sanaky (2015) in Siti Komariah (2022:34) the benefits of learning media are to increase students' learning motivation, provide and increase learning variations for students, make it easier for students to learn, stimulate students to think and analyze, learning in pleasant learning conditions and situations without pressure and students can systematically understand the subject matter presented.

Suryani et al (2018) in Nasisah Nada (2020:95) explain the benefits of learning media for students as follows:

1. stimulate curiosity to learn;
2. motivate students to learn both in class and independently;
3. make it easier for students to understand the subject matter presented systematically through the media; provide a pleasant and not boring atmosphere so that you can focus more on learning;
4. give students awareness of choosing the best learning media for learning through the variety of media presented.

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Based on experts opinion, it can be concluded that the benefit (usefulness) of media in learning is that it can focus teaching and learning activities to be more effective. So that students become more enthusiastic and enthusiastic in participating in the learning process, and in the end the expected initial learning objectives can be achieved well.

2.1.2.3 Types of Learning Media

Types of media according to Nurseto (2011: 23) in Meysi Dismila (2022: 8) clarifies media into seven as follows :

1. Audio media, such as: Javanese news broadcasts on radio, language plays Java in radio, tape recorder along with Javanese audio tape.

2. Print media, such as: books, modules, independent teaching materials.

3. Still visual media, such as: photos, slides, drawings.

4. Motion visual media, such as: silent film, silent movie maker, video without voice.

5. Semi-motion audio media, such as: voiced remote writing.

6. Silent audio-visual media, such as: sound-series film, sound-series slide.

7. Motion audio-visual media, such as: television, video, film and all forms audio media commonly used by humans such as program tapes and Disc.

Types of learning media according to Fikri (2018:18) in Meilin Vanesha Putri (2022:14) as follows:

1. Audio media, which are media that rely on sound capabilities such as radios, tapes, and vinyl records.

2. Visual media, namely media that rely on the senses visions such as photographs, pictures, graphics, and posters.

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3. Audio visual media, namely media that have sound elements and image elements such as televisions, videocassettes, and compact videos disk (VCD).

4. Animation media, which is a collection of images that are processed in such a way the appearance so as to produce motion.

2.1.2.4 Principles of Media Selection

In using media in the learning process, it is necessary to pay attention to several principles of media selection so that learning objectives can be achieved optimally. Here are some principles in media selection (Sanjaya, 2020: 224).

a. The selection of media must be in accordance with the objectives to be achieved. Whether the goal is cognitive, affective, or psychomotor. It should be understood that no single wearable medium is suitable for all purposes. Each media has certain characteristics, which must be taken into consideration in its use.

b. Media selection must be based on a clear concept. This means that the selection of certain media is not based on teacher pleasure or just distraction and entertainment, but must be an integral part of the overall learning process to increase the effectiveness and efficiency of student learning.

c. Media selection must be adjusted to the characteristics of students. There are media that are suitable for a group of students, but not suitable for other students.

d. The selection of media must be in accordance with the student's learning style and the teacher's style and ability. Therefore,

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teachers need to understand the characteristics and procedures for using the selected media.

e. Media selection must be in accordance with environmental conditions, facilities, and time available for learning needs.

Based on the principles of media selection above, it is expected that a teacher is able to determine exactly what media can be used in the learning process. The selection of media must be in accordance with the learning objectives to be achieved and in accordance with the situation and environmental conditions, facilities, and duration of learning. In addition, the media to be used is also in accordance with the learning styles and characteristics of students and the abilities of teachers, so that teaching and learning activities can run with clear concepts and learning objectives run effectively and efficiently.

2.1.3 Interactive Learning Media
2.1.3.1 Definition of Interactive Learning Media

Interactive media is media that can be used to clarify the learning process if it is supported by learning media that can attract students' interest and attention so that it can provide an adaptive and varied learning environment, students can also control and determine the sequence of learning materials themselves according to their wishes. By combining various components (text, graphics, audio, video/animation) and using computers/laptops to illustrate a concept through animation, sound and interesting demonstrations, interactive multimedia in learning can produce effective learning that allows students to develop according to their abilities. respectively Bintas & Gelibolu, (2011) in Sri Wulan Anggreini (2021:5315).

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[3] The interactive concept in learning is most closely related to computer-based media. "Interaction in a computer-based learning environment generally follows three elements, namely customizable instructional sequences, answers/responses or student work and adjustable feedback" Arsyad (2021: 97). One of the design principles that use computers provides more assistance in learning is computer-based learning media.

This is in accordance with the opinion of Shalikhah (2016: 109) in Muhamad Fahreza Imani (2021: 25) which states that the media Interactive learning is an intermediary in delivering information, providing learning in 3D, voice, learning graphics, video, animation, and interaction. If in the model Interactive learning in the classroom of learners using the senses Hear, see and sound, in learners' e-learning Using the full senses as action in learning.

[8] Based on the opinions of these experts, it can be concluded that interactive learning media are auxiliary tools, both intermediary and human tools that can be used by students as independent learning resources. This research develops computer-based media using Lectora Inspire development software that can display [1] text, images, audio, animation and video according to the theme.

2.1.3.2 Characteristic of Interactive Learning Media

Characteristics of interactive learning media according to (Kosasih, 2015: 46) in Muhamad Fahreza Imani (2021: 26) [10] characteristics of learning media presenting the characteristics of learning media, namely as the following:

1. have more than one converging medium, for example combining audio and visual elements;

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2. is interactive, in Understanding having the ability to accommodate responses user;

3. is independent, in the sense of providing convenience and completeness of the contents in such a way that users can use without the guidance of others

Characteristics of Interactive Media Characteristics of interactive learning media according to Putri (2020:3) says that learners don't just pay attention to the media or objects only, but also required to interact during follow the learning. There are three types of interactions, namely:

1. Demonstrate that learners interact with a program, for example, students are asked to fill in blanks on Programmatic learning materials.

2. Students interact with machines, for example machines learning, simulators, computers, or a combination of them which takes the form of interactive videos.

3. Regulate interaction between learners on a regular basis but not Programmatic, as examples can be seen from various Educational or simulated games involving participants Educate in activities or problems, which require participants Educate for cooperation with teammates in solving problem.

2.1.4 . Lectora Inspire

2.1.4.1 Lectora Inspire

Lectora Inspire is a computer program which is a tool in electronic learning (e-learning) developed by the Trivantis Corporation in 1999 in the United States. Lectora Inspire has many programs that support needs because it is used to develop digital content for teaching materials which are formed into interactive, easy-to-use and high-

quality multimedia without having to have art design and graphic design skills..

According to Santoso &; Chotibuddin (2020) suggested that Lectora Inspire is an application program that can be used for presentations or learning media that has quite a variety of templates So that users who are classified as beginners can use the available templates easily. Meanwhile, according to Shalikhah (2016) in Meysi Dismila (2022:11), Lectora inspire is Programs that are effective in creating learning media and are Relatively easy electronic learning (E-Learning) development software applied or applied because it does not require language understanding Advanced programming.

According to Siti Mayyuth'i (2021:33). Fauzani, A. (2017) in Yemima Otoluwa (2020:2) Lectora Inspire is an Authoring Tool for developing elearning content developed by Trivantis Corporation. Lectora Inspire is a software that can provide various interactive content that can be used as multimedia-based learning media, making it easier during the teaching and learning process because this software is equipped with the ability to use audio, animation, video, as well as more sophisticated internet technology compared to power point media.

The development of learning media using Lectora Inspire has great potential to effectively improve student learning outcomes (Nursidik & Suri, 2018) in Arifah & Nona (2022:432). On the other hand, Lectora Inspire has quite complete features, starting from inserting images, inserting videos, flash animations, inserting educational games, inserting practice questions and scores that can be known directly (Rostika et al., 2020).

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The Lectora Inspire program is supported by several features that are very supportive for creating learning media. These features include the following (BTKP DIY, 2011) in Dwi Yulianto & Egi (2022:41).

a. Flypaper

Flypaper is used to combine images, videos, flash animations, transitions, game memory, special effects, etc. This software can produce files in the form of swf so that it can be easily integrated with Lectora inspire.

b. Camtasia

Camstasia is used to record the steps we perform on the monitor screen. This software can also be used to edit videos and can be published into standard video formats.

c. Snagit

Snagit is used to capture what is on the monitor screen and make it in the form of an image or it can also be called a print screen facility.

2.1.4.2 Benefits of Lectora Inspire

According to Shalikhah, Ardhin, and muis., (2017: 13-14) in Muhamad Fahreza Imani (2021: 32) benefits which we find from the Lectora inspire application in development Interactive learning media, including the following:

a. Teachers are able to create and present teaching materials without having to do programming.

b. Teachers can test the teaching material provided,in various forms of tests such as multiple choice, true / false,matching, drag and drop, fill short (fll in the blank), and hot spots.

c. Teachers and students can access teaching materials or tests that needed both offline and online.

d. Able to use text, sound, video, animation in a unity.

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e. Able to visualize abstract material.

f. Carrying very large or dangerous objects in the environment class.

g. Display objects that cannot be seen by the naked eye.

2.1.4.3 Characteristics of Lectora Inspire

The characteristic of Lectora Inspire compared to other learning media development software is built with leading flash content, screen capture, recording, powerful authorization tools making it possible to create videos and flash content quickly. Lectora Inspire has various templates that can make it easier for teachers to integrate material and evaluation in learning. In the Lectora Inspire application there is supporting software that is automatically installed such as Flypaper, Camtasia, and Snagit which can be used to combine Flash, video, images, screen captures, menus in the Lectora Inspire program such as chapters, sections, pages, then insert various facilities. in Lectora Inspire (image insert, audio insert, animation and others).

According to Muhammad Fahreza Imani (2021:37)characteristics of Lectora Inspire that distinguish it from other media Among them:

a. provide templates that can be applied to compile learning materials,

b. there are images, animations, characters Animations that can be used instantly,

c. Lectora is faster than web application base because it does not depend on connection or network,

d. there is supporting software that is installed automatically when install Lectora, such as Flypaper, Camtasia, or Snagit.Ummi

2.1.4.4 Advantages and disadvantages of Lectora Inspire

According to Basman Tompo (2017:5) in Ranti Ramadani (2020:5) there are several advantages of Lectora Inspire, including the following:

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1. Lectora Inspire can be used to create websites, interactive electronic learning (e-learning) content, and presentations.
2. Content developed with Lectora Inspire software can be shared in various outputs such as HTML, single executable files, CD-ROM, or e-learning standards such as SCORM and AICC.
3. Lectora Inspire is compatible with various learning management systems (LMS).
4. Lecora Inspire is very easy to use (User Friendly).
5. Has lots of features that can be used for media development according to needs.
6. Has many templates (themes) that can be used.
7. Supported by other supporting application facilities, namely Snagit, Camtasia, and Flypaper.
8. Can create quizzes easily.
9. It is possible to create web and Android based applications because it is integrated with the JavaScript programming language.
10. Can be converted to produce Android-based files that are compatible with several devices at once, such as desktops, tablets or cellphones.

According to Lestari (2020), the advantages of lectora inspire are very user friendly "Easy to use" in the creation of learning media and can create test materials or evaluations. According to Lestari (2020) also said Lectora Inspire can also be used for learning needs both online and offline. According to Mas'ud, (2020) Lectora Inspire has several advantages, namely:

a. Can be used to create websites, interactive e-learning content, and product presentations or learning.

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b. The features provided by Lectora Inspire make it very easy novice users to create multimedia (audio and video) Learning.

c. For a teacher or teacher, the existence of Lectora Inspire can Make it easy to create learning media for use in Learning.

d. The template is quite complete.

e. Provide a media library that is very helpful to users.

f. Lectora Inspire allows its users to

g. Microsoft Powerpoint presentation to e-learning content converter

h. Content developed with the software may published to various outputs such as HTML, Single File Executable (exe), CD-ROM, or e-learning standards such as SCORM and AICC.

The advantage of this lectora inspire is that Lectora inspire can used for learning needs both online and offline which can be created quickly and easily. Lectora inspire can be used to merge flash, record video, merge images, and screen capture of Shalikhah (2016: 112) in Muhamad Fahreza Imani (2021: 8) So that in learning on descriptive text material which later the media will be filled with material descriptive text are also equipped with images, audio, and also video which helps make it easier for students to understand learning accordingly with KI. KD, and predefined learning objectives.

The disadvantages of the Lectora Inspire are as follows, (Rizki, 2019 : 47)

1) Electric current dependence is very high.

2) Supporting media (computer and LCD) is quite expensive.

3) The use of this medium is very depending on the presenter of the material (the presenter must master the material

2.1.4.5 Lectora Inspire system needs

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System specifications required to install Lectora Inspire version 17 according to trivantis.com site include:

1. Intel or AMD processor

2. RAM (Random Access Memory) 500 MB

3. Free hard drive 1.1 GB (Giga Byte) for application installation

4. Microsoft .NET Framework 4.6 (required for Camtasia Studio and Snagit installation, not required for Lectora Publisher)

5. Monitor screen with a minimum resolution of 1024x768 pixels

6. Operating System: Windows Vista, Windows 7, Windows 8, Windows 10.

2.1.4.6 Lectora Inspire Display

The Lectora Inspire application program has four main sections on the User Interface (UI) or user interface display, namely Menu, Toolbar, Title Explorer, and Page. According to Mas'ud (2019) Here's a brief description of the main parts on the Lectora Inspire.

1. Menu, contains File, Home, Design, Insert, Test &; Survey, Tools, Views, and Properties. The menu is used to access all the functions included in the Lectora Inspire. Most of the functions included in the menu can also be accessed from the Toolbar.

2. Toolbar, contains shortcut buttons or quick ways to access functions contained in Lectora Inspire.

3. Title Explorer, serves to display the title structure and objects that have been used and contained in working on the project, such as buttons, images, chapters, sections and pages. By using the title

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explorer, users can explore or move between chapters, sections and pages easily within a title.

4. Page, serves as a place to display the results of work that has been made to find out the results while displaying. In this section users can place and position objects in media (text, images, animation, buttons, audio, and video).

2.1.4.7 The Process of Creating Learning Media

BASIC INTRODUCTION TO LECTORA INSPIRE

1. Lectora Work Area
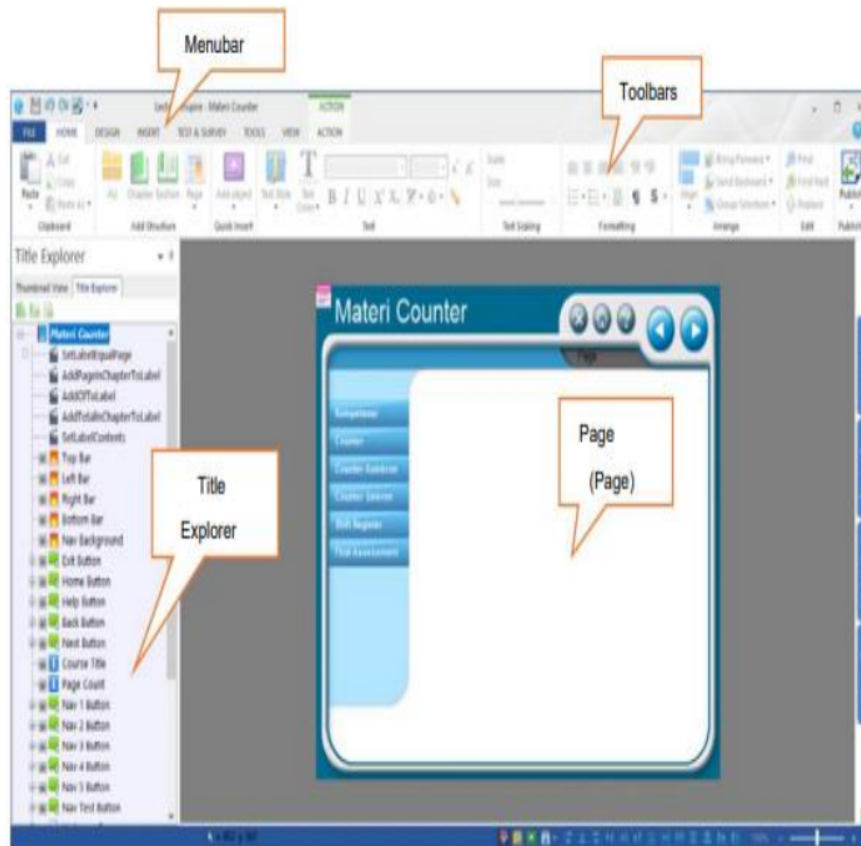
No	Part	Information
1	Menu bar	Contains menu *file, home, design, insert, test & survey tools, view and action*.
2	Toolbars	Contains the *buttons* used in creating media with lectora such buttons adding chapters, pages, text, images and others.
3	Pages	This section displays the media interface, a place where we can place and adjust the position of objects in the media (text, images, animations, buttons, audio and video)
4	Title explorer	In the form of diagrams of media in the form of chapters, pages and other components.

2. Starting A New Project

A new project in lectora is called a *tittle* and has the extension .awt.

Here are the steps to start a new project :

a. Open Lectora Inspire 18 then click "**my template**" to start a new project.

b. Or by clicking **File > Create new file**

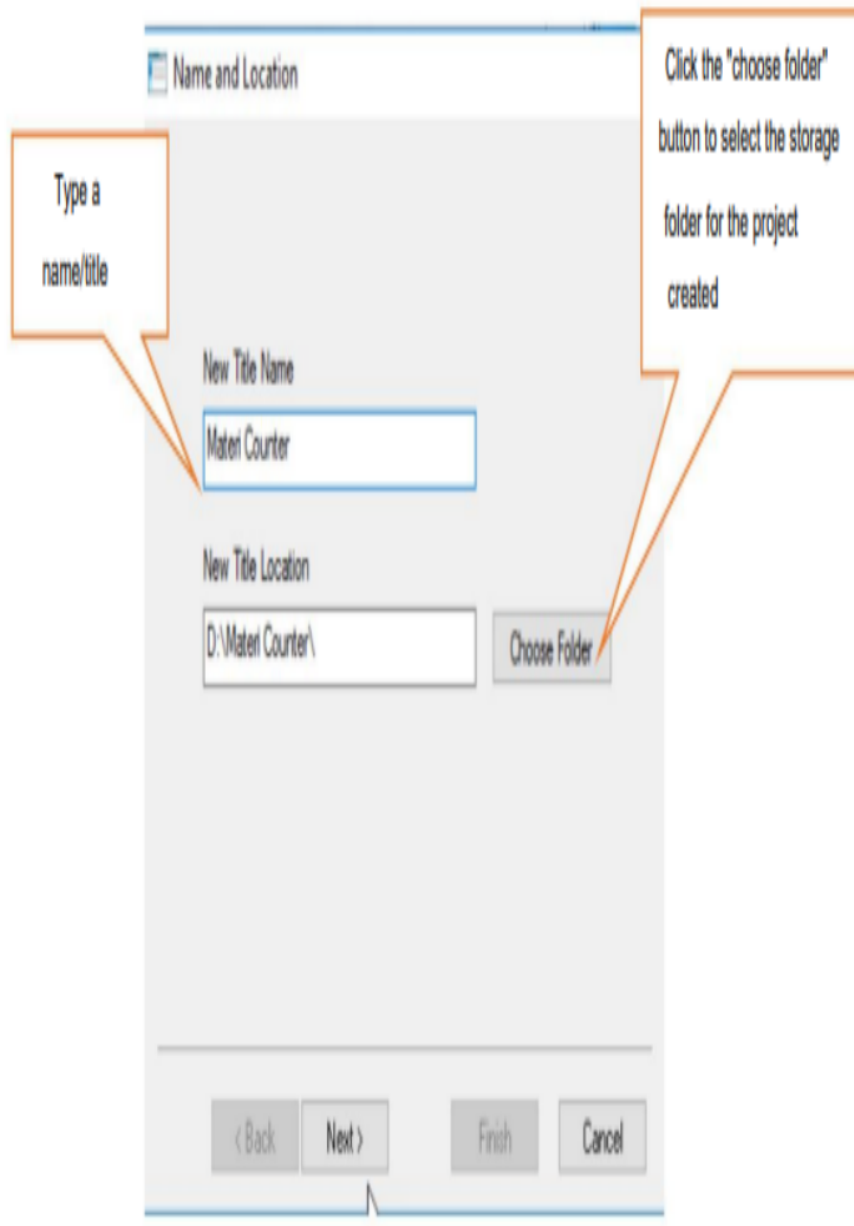c. A window like the one below appears, select **"multi purpose"** to start new project.
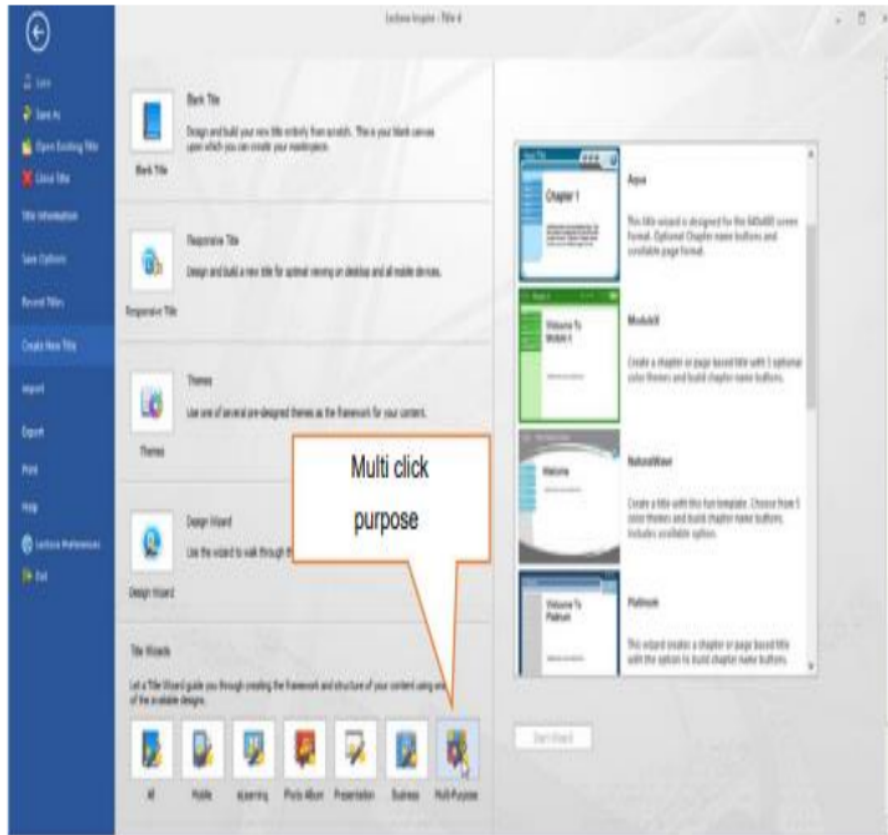
d. On the right, we can choose the type and design we want. After determine the type and design you want, click "**Start Wizard**"

11. On the right, we can choose the type and design we want. After determine the type and design you want, click "**Start Wizard**"
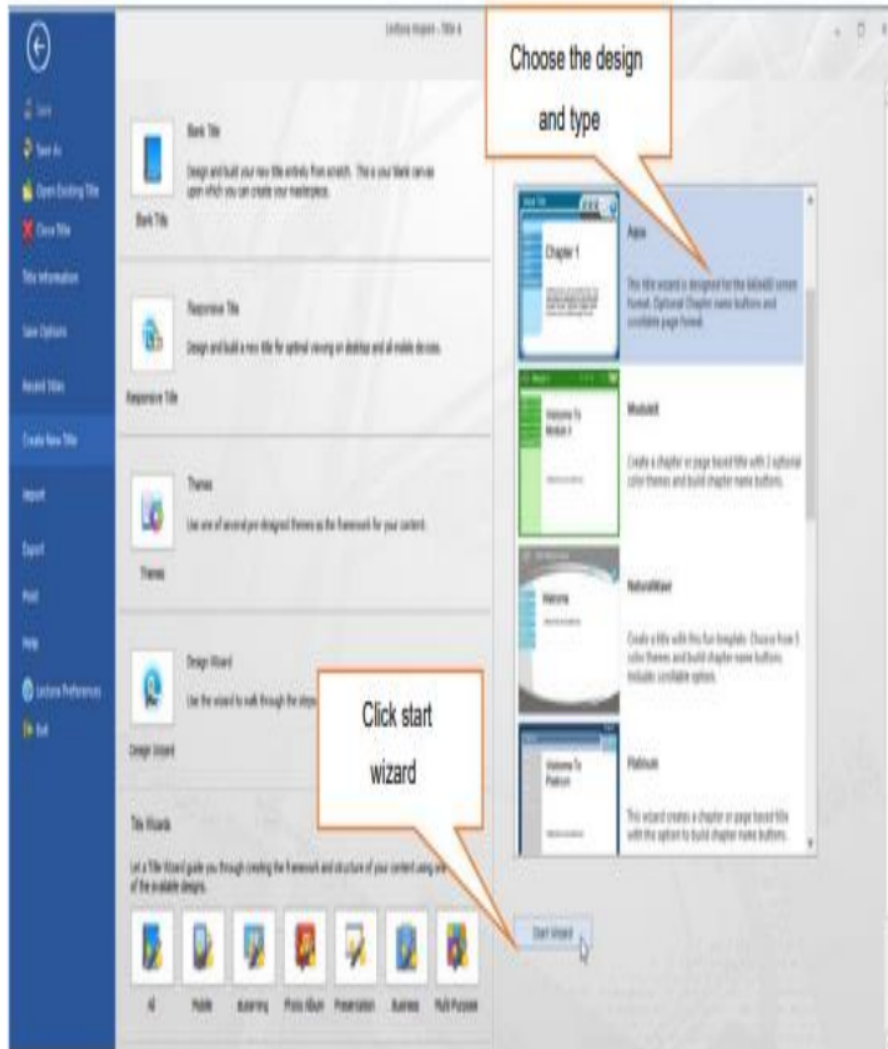

12. In the next window box, type your project tittle in the " **New *tittle* Name",** click the "**Choose Folder**" button to select a storage location your project, and then click the "**Next**" *button.*

Click the "choose folder" button to select the storage folder for the project created

Type a name/title

Name and Location

New Title Name

Materi Counter

New Title Location

D:\Materi Counter\   Choose Folder

‹ Back   Next ›   Finish   Cancel

13. Select "**Fixed** *page* **size**" so that the media display size cannot be changed, then click the "*Next" button.*

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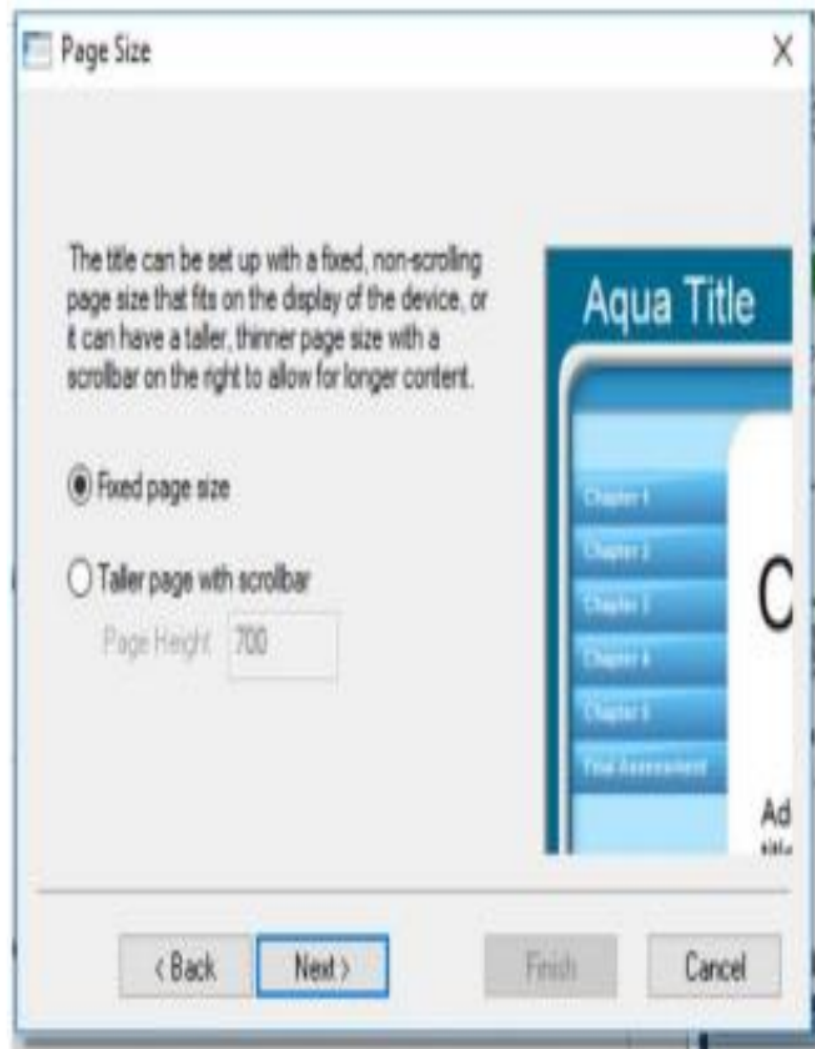
14. In the **"Number of Chapter"** column, enter 5, meaning the number of chapter is 5. If the options "**Include Help**" and "**Include test at end of Tittle**" are checked then the media will have options for help and self-evaluation. In the "**Test Name**" column, enter the name of evaluation test *chapter* later, then click the "**Finish" button.**
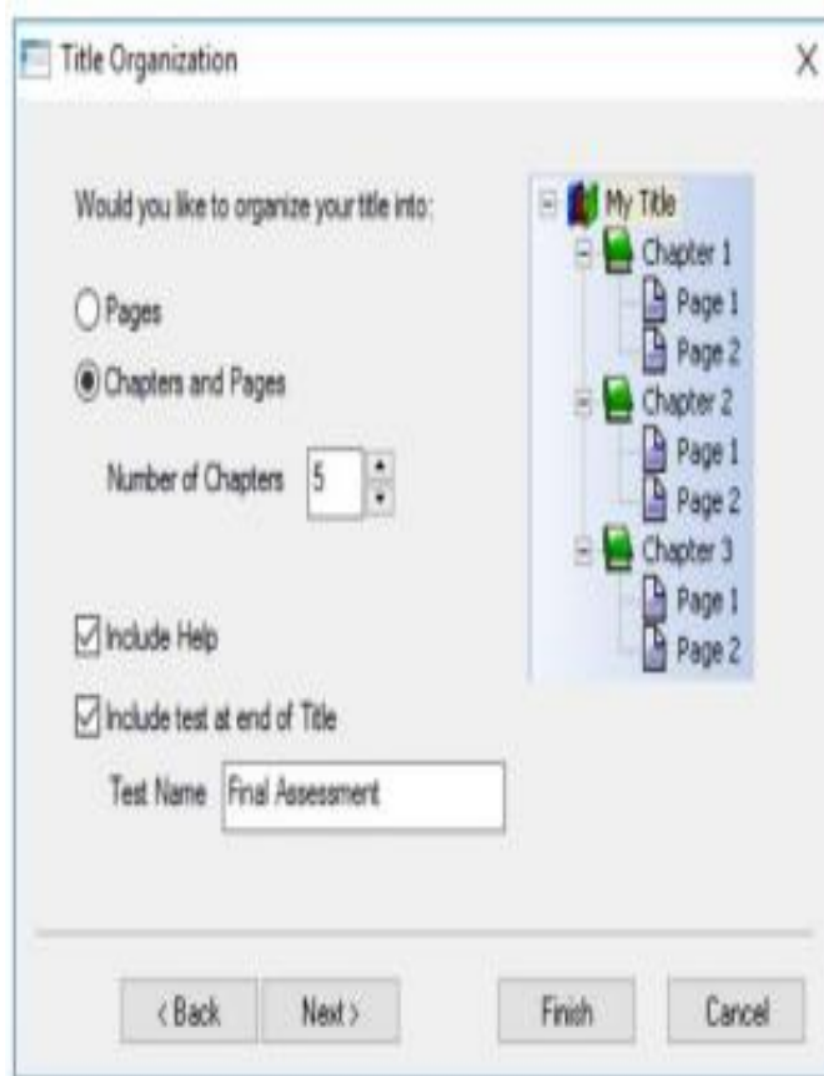
15. Next, type the *Name* of chapter 1 according to the project you want to create. Then click "***next***" to type the *Name of the* next chapter. If I have finished up to chapter 5 (according to the chapter specified in step previous) then click "***finish***".
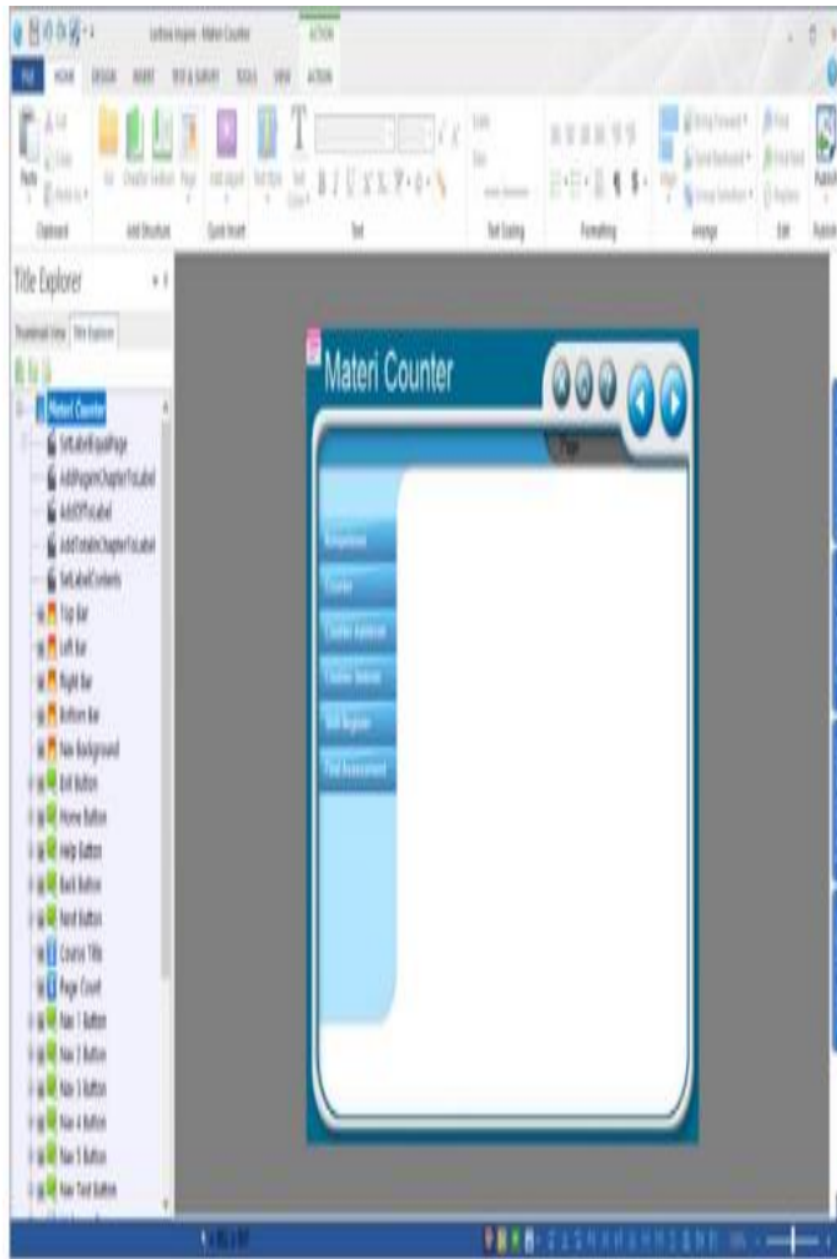
Chapter 1 of 5

Name of Chapter   Kompetensi

Number of Pages in Chapter   1

‹ Back   Next ›   Finish   Cancel

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16. Here are the result :

USE OF *CHAPTERS, SECTIONS, AND PAGES*

The diagram in the *"title explorer"* can be analogous to a book, where at the top is the cover and below it are chapters *I* and so on. In each chapter there are several different pages according to needs. If we want to view pages within a chapter you can click the + to the left of chapter.
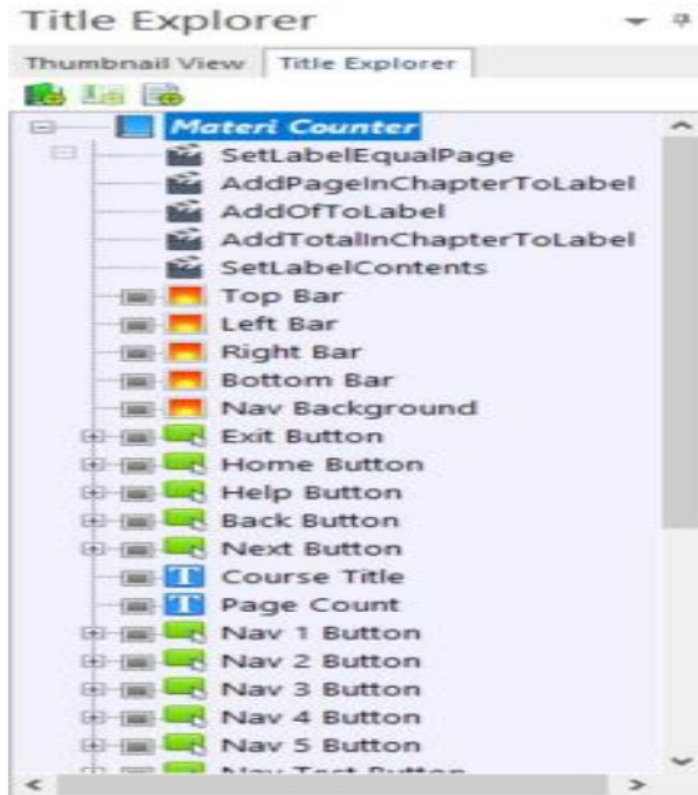

a. In the *"tittle explorer"* on the left of the screen, if you want to change property/ delete / duplicate and so on chapter / page/ components, by clicking on the desire part. For example, if you want to change chapter name, then right-click the desired *chapter,* select *properties.*

In "**chapter properties**", in the "**chapter name**" column change the name of chapter.
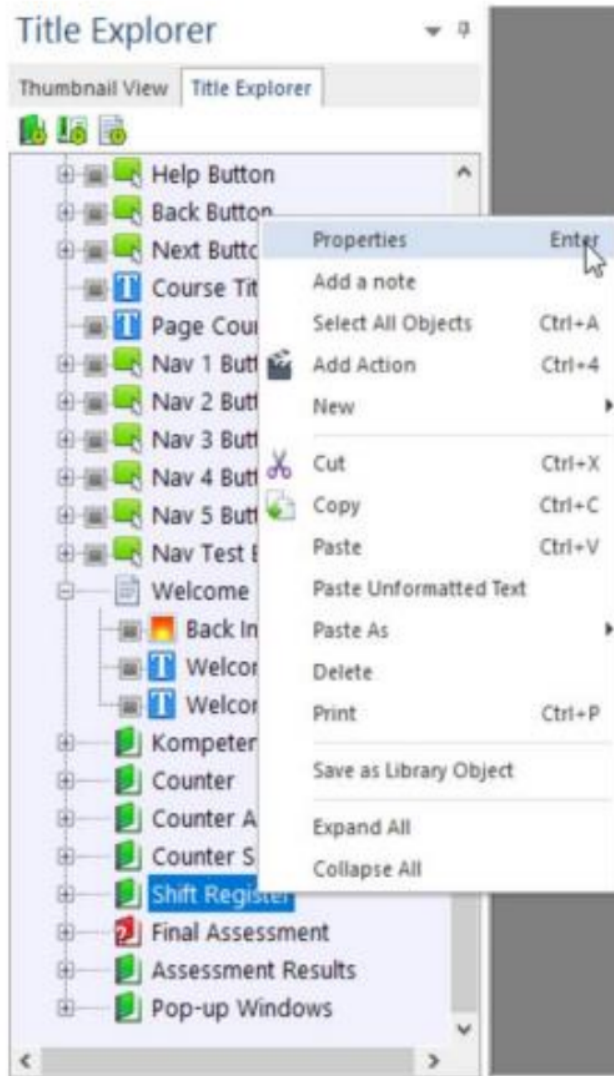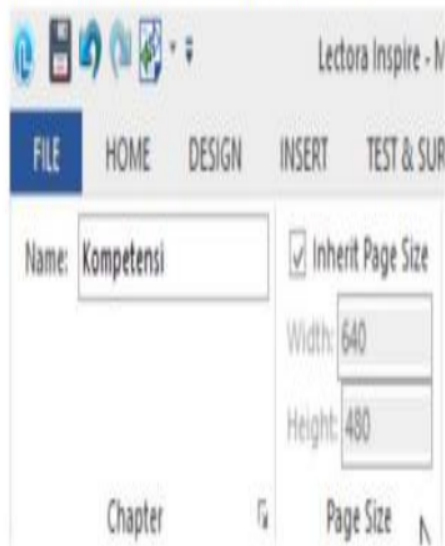

b. After that, the "**chapter properties**" display will appear as below. Chapter is at the top of the screen, then type the name of the chapter cooled.
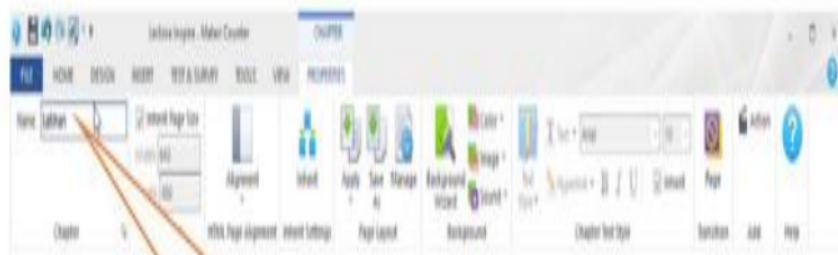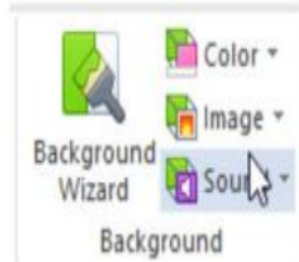
Type the name of the changed chapter

In *"chapter properties"*, we can set the name and size

On the "Background" tab, we can set the background and text colors chapters.

On the "Transitions" tab, we can set the type of chapter transition and its speed.
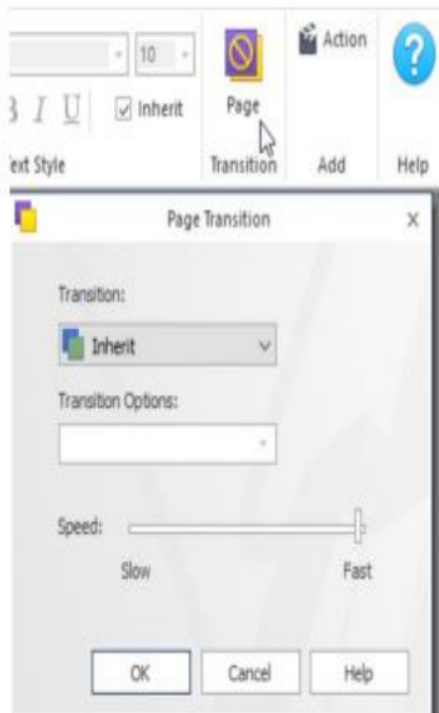
c. We can add *chapters, sections, or pages* according to the scenario by clicking the "***HOME***" menu on the menubar.
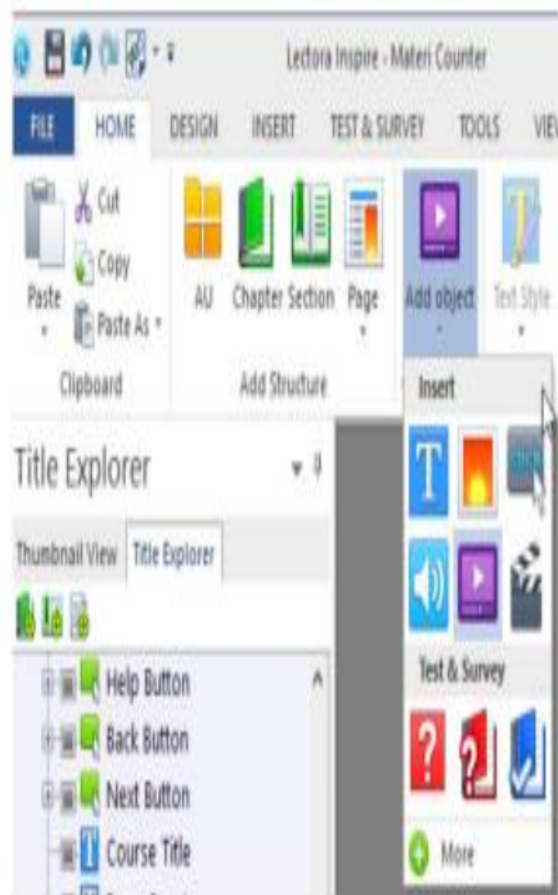
No	Options	Information
1	Chapter	Added chapters
2	Sections	Added sub chapters
3	Pages	Add pages in chapters
4	Objects	Add objects such as text, images, animations, buttons, audio and video to pages.
5	Actions	Give actions or commands to buttons
6	Test and survey	Create self-test/evaluations and create self-surveys

In Lectora, objects can be entered at title level, chapter level , level
section, and page level.
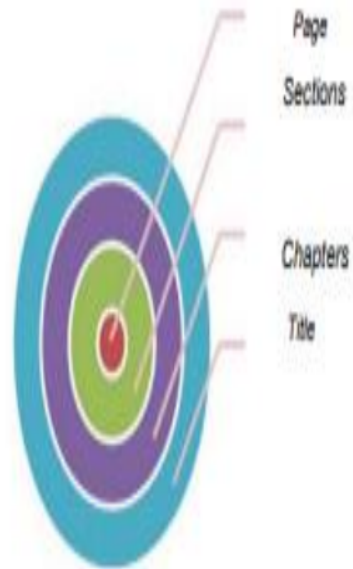
INSERTING OBJECTS (TEXT, IMAGES, AUDIO, ANIMATION AND VIDEO)

1. **Text**

a. We can add text to *chapters or pages* by clicking chapter or page that we want then click "**Add Object**" on the *home* menu and select "*add text block*".
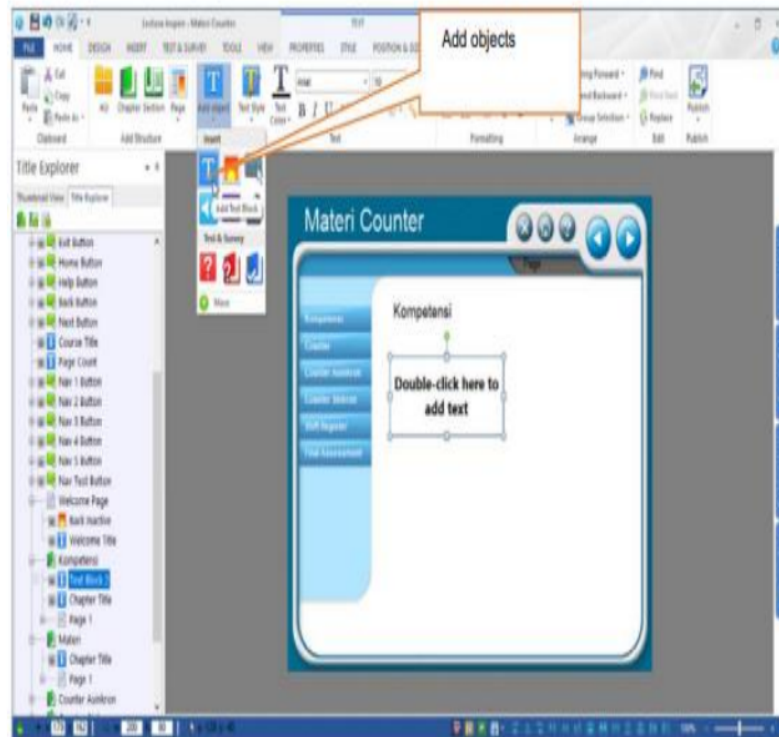
We can change We can set the text size, *font type*, text style,

text alignment, and numbering on the "text *toolbar*".

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b. We can adjust the text setting from **"text properties",** namely the *background* color text, position, transition, size, and border. The properties text is at the top layer by first clicking on the text be arranged.

c. If we want to see the result of our media (*preview),* click the "**view"** menu and select "**Run/F10"** or **"preview/ F11.** Don't forget to return to "Edit" mode if want to edit the media again.

2. Animation

a. We can add animations to *chapters or pages* by clicking chapter or page that we want to add, click the "**insert**" menu then click **Animation** icon the toolbar.

b. Animation formats that can be used in Lectora are *.GIF, SWF, and SPL.

c. We can set animation setting from "**animation properties",** namely position, transition and size. Press the F11 key to review and ESC to exit.
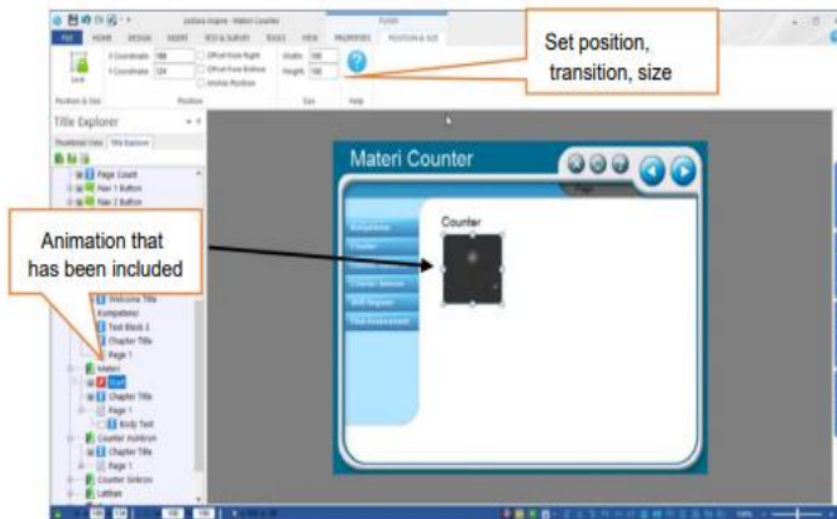
3. Buttons

a. Click the **"INSERT" menu,** select "**Button".** Then select the button model desired, text *button* or stock button or transparent or image button.

b. In "**button properties",** we change the button type as we want.
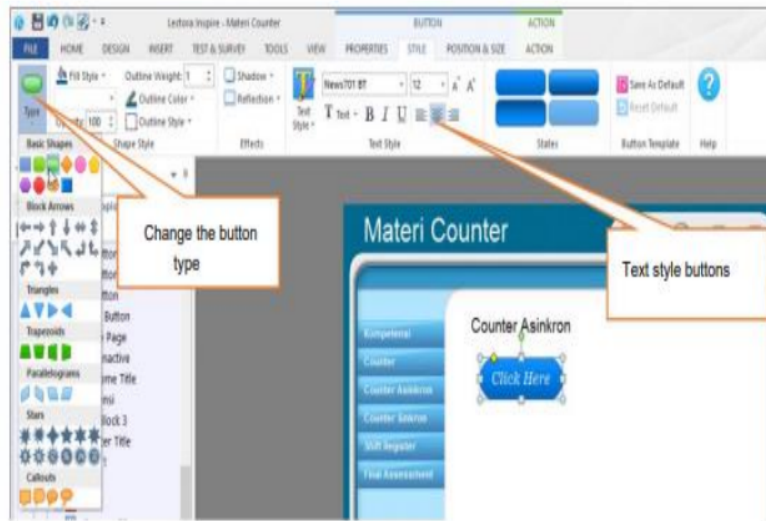
c. In the previous step, the animation played immediately when the page was opened. We can control the animation by providing a stop button, so when clicked animation will stop. Likewise with videos that can be played and stopped by pressing the stop and play buttons. Setting for this action is in the **"action" toolbar.**

d. Click No Action the select "Stop" and in "Target" select the animation you want controlled. If you want to review, press the F11 and WSC keys to exit.
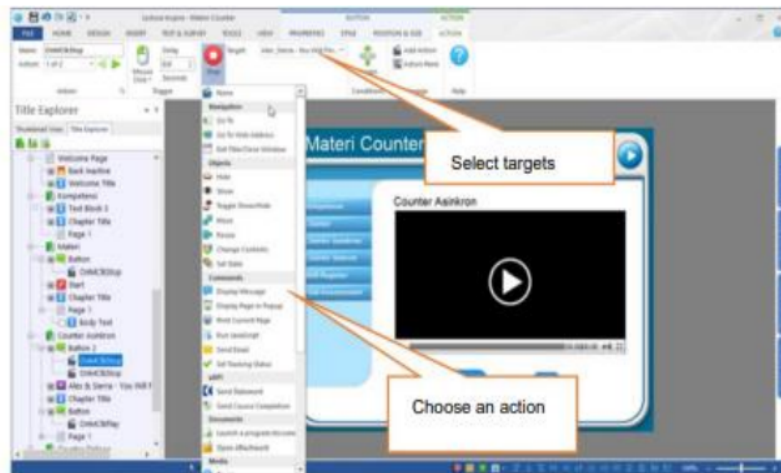
4. **Image**
   a. We can add images to *chapters* or *pages* by clicking chapter or page that we want to add, click the **Insert** menu then click **Image** icon on the toolbar.
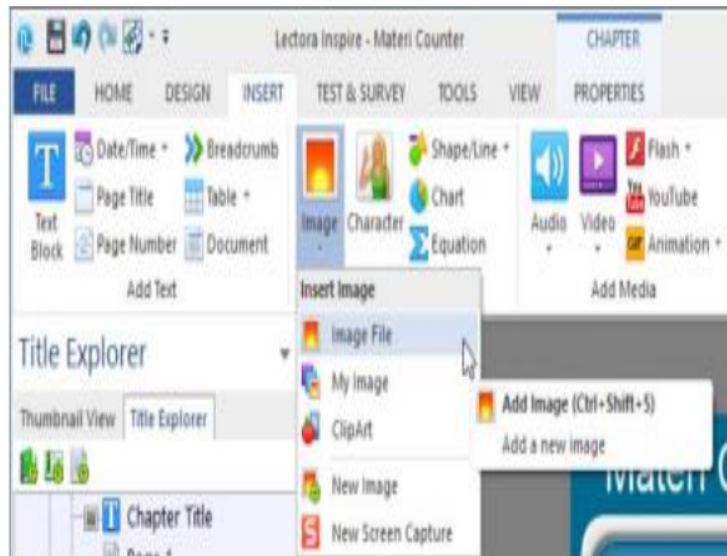
   b. Image formats that can be used in Lectora are *BMP, GIF,JPEG, PNG, TIFF,WMF, and EMF.
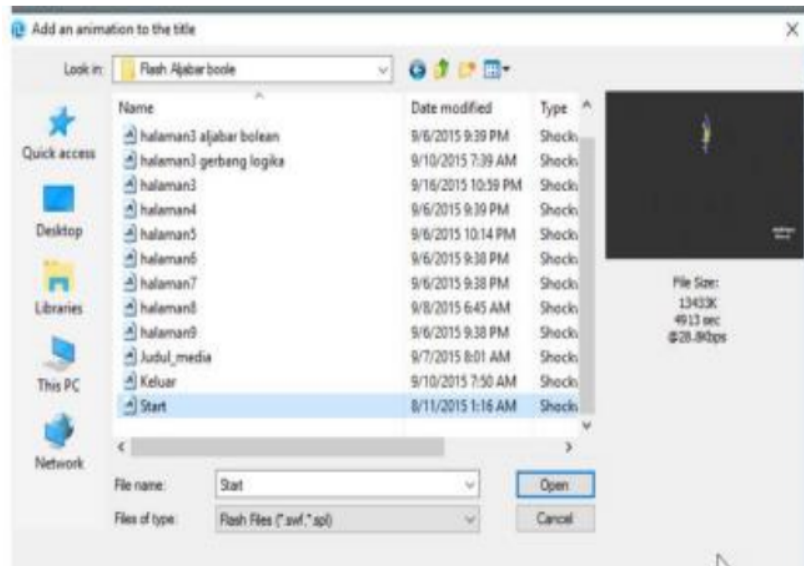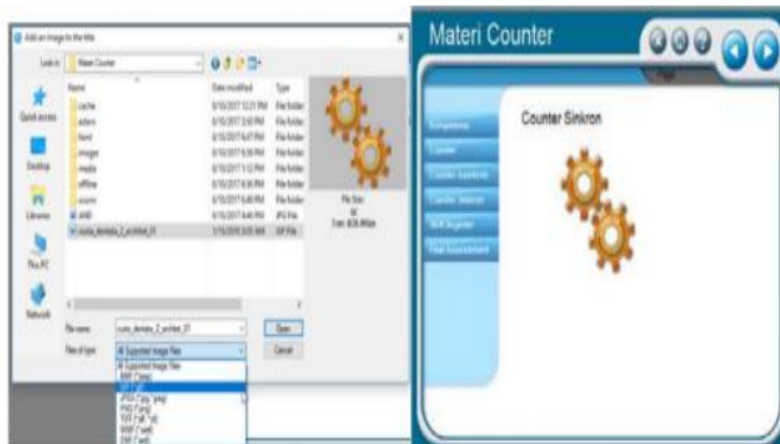

   c. Press the F11 key to review and ESC to exit.

5. Videos

a. We can add images to chapters or pages by clicking chapter or page that we want to add, click the **INSERT** menu then click video icon on the toolbar.

b. Click the "**browser**" button to search for the video you want to insert. Video formats that can be used on Lectora are *.AVI, MOV, MPG, RM and WMV.
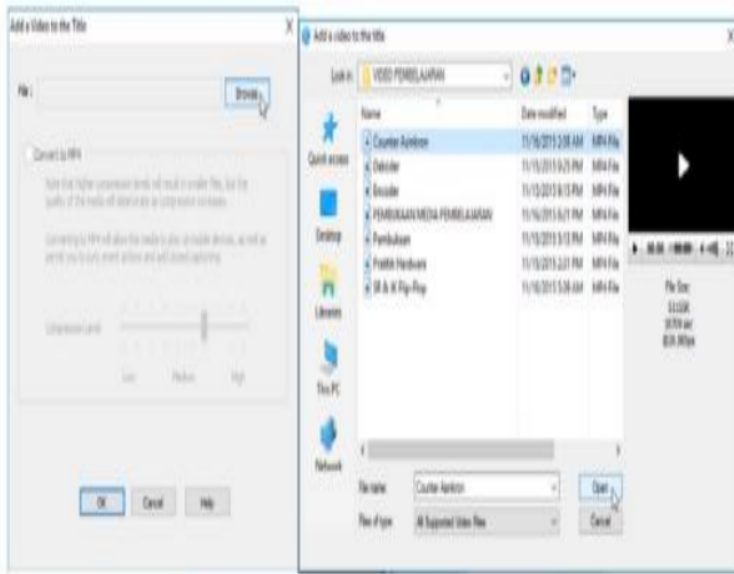
c. Then click the "ok" button

d. In "video properties" we can set the custom video skin, video size and transition.
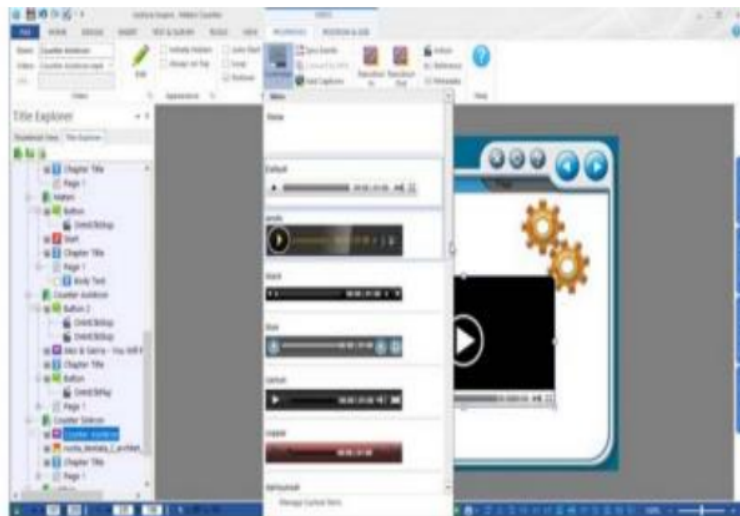
e. Press the F11 key to review and ESC to exit.

6. Audio

    a. We can add audio to chapters or pages by clicking chapter or page that we want to add, click the INSERT menu then click the audio icon on the toolbar.
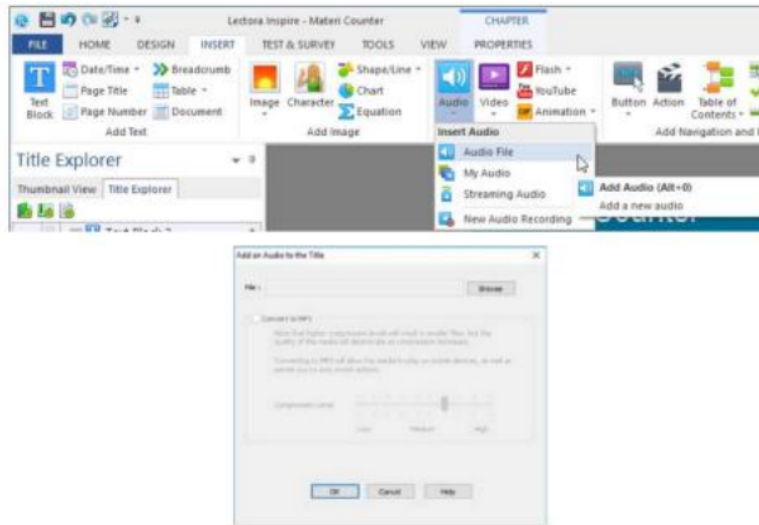
    b. Audio formats that can be used on Lectora are *.WAW, MIDI, AU, AIFF, and MP3.

c. Press the F11 key to review and ESC to exit

d. If you want the audio interface not to appear when the page is played, then go to "audio properties" uncheck the "Initially Visible" option and check the "Auto Start" option. And if you want to change the appearance, click "display" and select "audio properties" spacey icon.
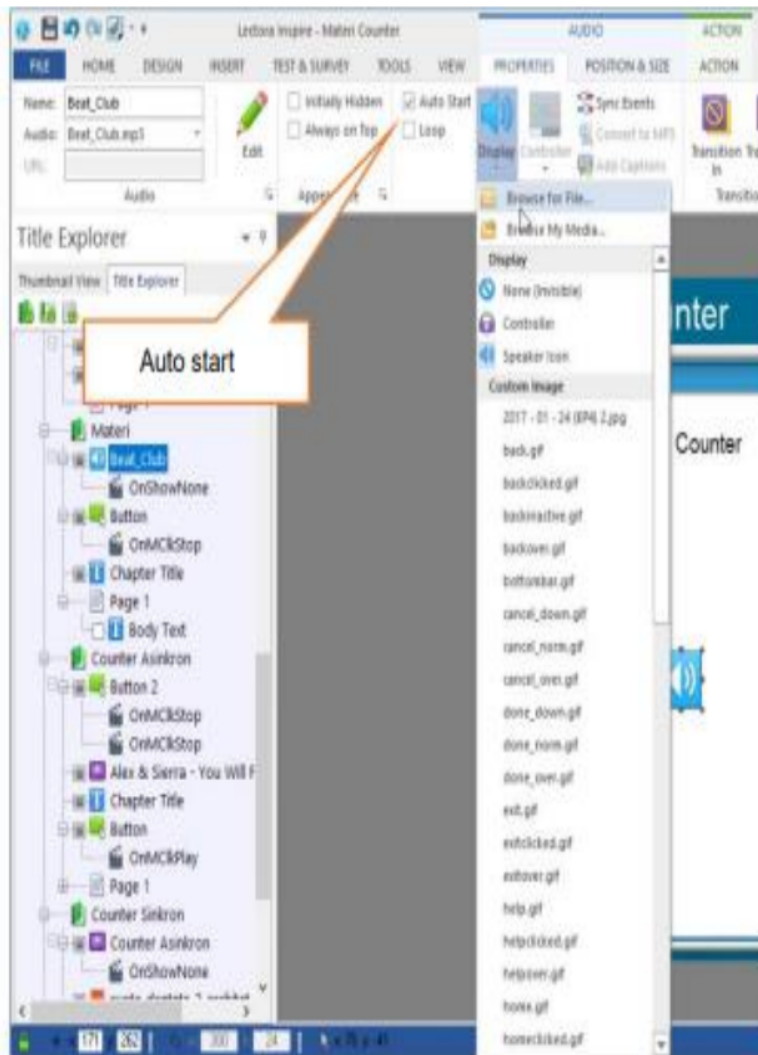
MAKING QUESTIONS OR QUIZES

Lectora has a self-evaluation creation feature with several types of self-evaluation can be selected including the following :

No	Type	Information
1	True/false	Answer choices are questions given are other true or false
2	Multiple choices	Choice can be more 1 answer
3	Short answer	Students type short answer
4	Essays	Students type answer descriptively and clearly according to question which are given.
5	Fill in the blank	Students answer by filling blank provided in the question
6	Matching	Students answer by matching answer and questions
7	Drag and drop	Students answer interestingly and put the answer to the question correctly.
8	Hot spots	Students answer by clicking on the spot most appropriate one from the spots provide in question.

Here are the steps for making a self-evaluation :

a. When creating a new title wizard in the "title explorer" automatically there
    is a question (self-evaluation), but there are only 2 questions.
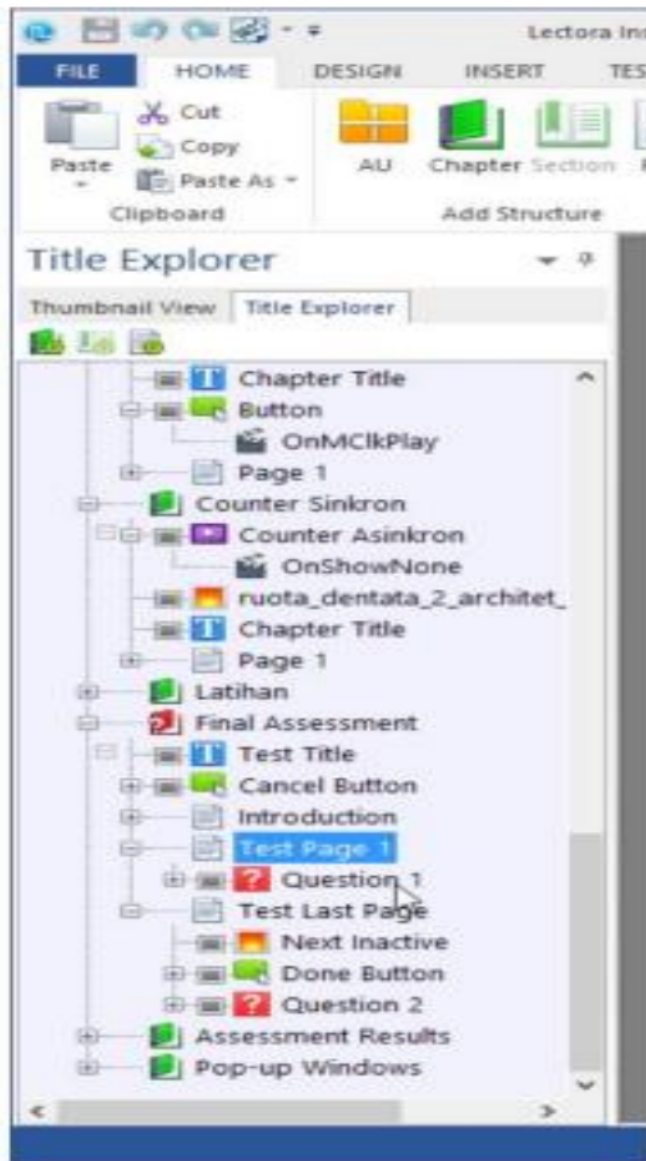
b. If you want to add questions, click the "**test & survey**" **menu,** then select the toolbar "**questions**"**.** On the toolbar there are several types of questions. About us create is a multiple choice type question so click "**multiple choice**"**.**

c. Write the question in the "*question text*", and if there is an image in the question, you must entered, add an image by clicking below *"image with question".* For Write the answer choice in "*select choice to edit*" by double clicking times the choices that will be chosen. After the question and answer choices have been typed, click "OK"button

Write down questions

Add an image to the question

Write down the answer choices
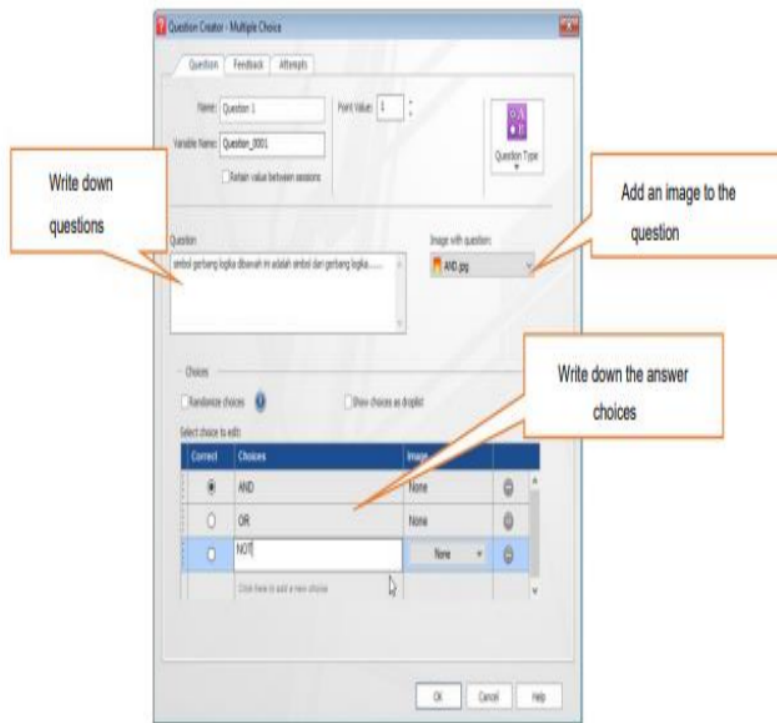
d. Here's what it looks like,

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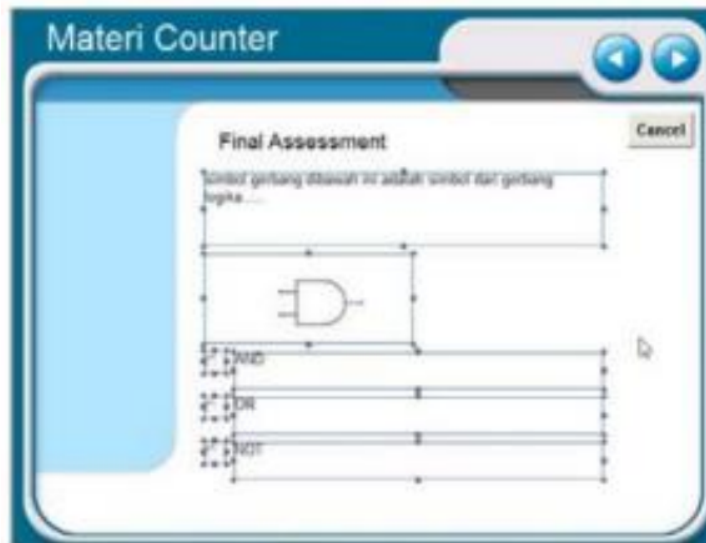
e. Press the F11 key to *review* and ESC to exit.

f. The steps for making other types of questions are almost the same as the steps on.

g. We can change *the passing grade* through "test*results*". Check the *"Grade the test"* and fill in the value in the *"Lowest passing score" column.*
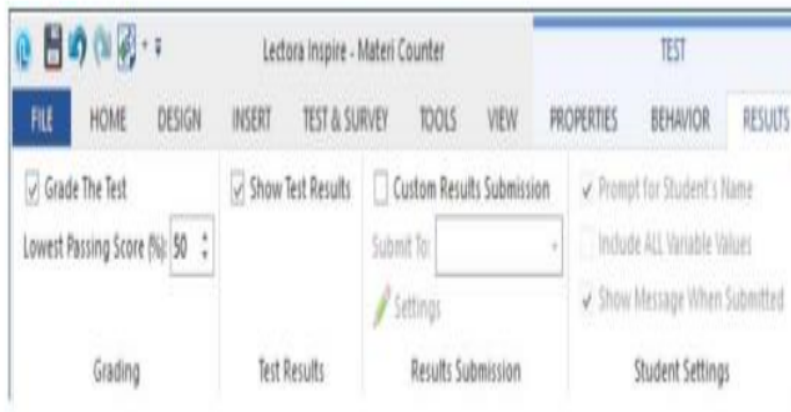
h. The "*behavior*" tab contains *actions* which mean if the question has been answered and completed if the value meets the specified passing grade, it will go to *the page"Assessment passed"* in the *"Assessment results" chapter* . And *action* means if the questions are not answered completely and the score does not meet the specified *passing grade* , then it will go to the "*Assessment failed*" *page* in the "*Assessment results*" *chapter*.

DOCUMENTATION AND PUBLICATION

Project results can be published in executable file formats (*.exe), html, CD, etc SCROM and AICC (Online).

    a. Before we publish, we first carry out an error check on the media. Click "Tools" menu and select "Error check". Make sure there are no errors or warnings.

    b. If it will be published in **EXE format.** Click "***publish***" on the home menu then select "offline" to *publish* project.awt to project.exe. With *.exe format, the project can be run on various operating systems (Windows, Macintosh, and Linux) without needing to install Lectora first. The publish title for offline us display will appear, then click "publish".

c. Click "choose folder" to select a folder to save the published project then click "OK". When you have finished creating the project, click "done"
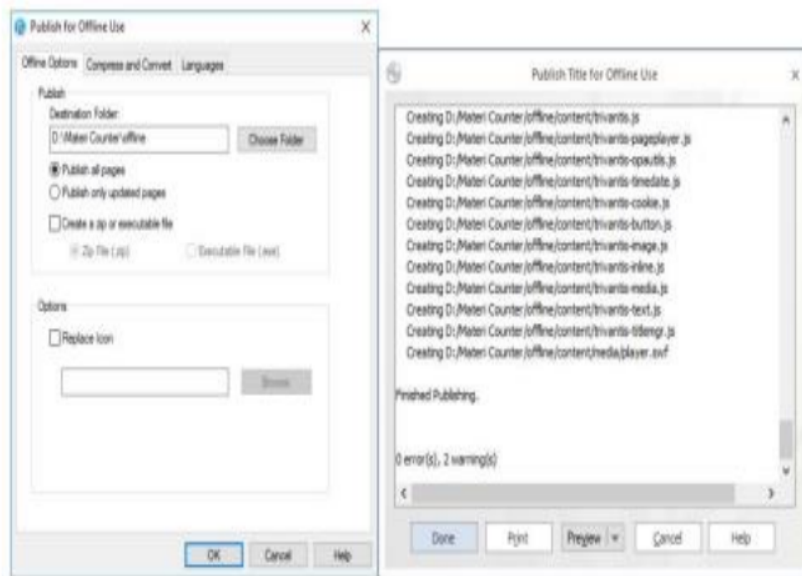
d. Publication to HTML

Click "**publish**" on the home menu then select "**Publish to HTML**" to *publish* project.awt to project.html. In the *"Publish HTML Location",* check the *Publish* all pages/resources in the *title"* option and delete it check the options "Javascript *title* manager" and "use web 2.0 style pop ups". Results The publication will have 3 files, namely *.html; *.css; and *.js and 1 *images folder*. Results This publication can be run in a browser and can be uploaded to a web server.

e. Publication to SCORM

Click "**publish**" on the home menu then select the "**SCROM**" option to *publish* project.awt becomes a compressed.zip file so that it can be uploaded to an LMS such as MOODLE.
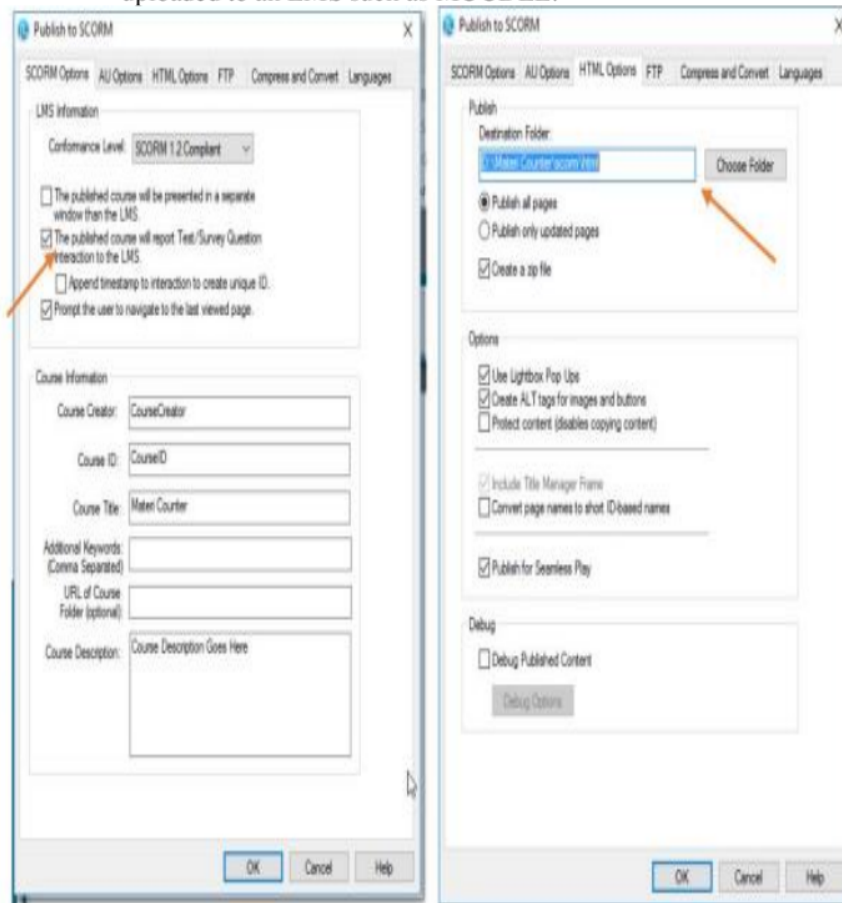
2.1.5 Learning Media Model and Development

The ADDIE development model was developed by Dick and Cary (1996). In the development of the ADDIE model consists of five stages, namely Analysis, Design, Development, Implementation, and Evaluation. Sugiyono (2019: 38) describes the five stages as follows:

1) Analysis

The analysis stage is the initial stage in the development of the ADDIE media model. In this analysis stage, it is necessary to analyze the problems in the field. This research is focused on the problem of learning models / methods that have been applied. After the problem is identified, then the right product development plan is carried out to overcome the problem. In this stage, researchers will also analyze the feasibility and requirements for product development that can overcome these problems.

2) Design

The design stage is the product design stage. The product design process begins with making storyboards, making material that will be developed in learning media and learning outcome evaluation tools. The design design in this stage is still conceptual and as a basis for the next development process.

3) Development

Development in the ADDIE model is in the form of realization of product design that has been carried out in the previous stage. In the development stage, the framework that is still conceptual will be realized into a product. Product testing is carried out with expert validation to assess the feasibility of learning media before implementation.

4) Implementation

In the implementation stage, the product that has been developed will be used in the classroom for the learning process.

5) Evaluation

Evaluation is the last stage of ADDIE model development. Evaluation is carried out to assess product development is in accordance with the expected specifications or not. The purpose of this evaluation is to provide feedback and revisions if needed to developers.

2.1.6 Relevant Research

a) Muhammad Rizky Ferdian (2021) in his research entitled: " *Pengembangan media interaktif berbasis Lectora Inspire untuk meningkatkan hasil belajar peserta didik kelas IV SD Muhammadiya Kabanjahe* ". The result of this study is the material expert assessment obtained a score of 54 with a percentage of 90% included in the valid and feasible category. The assessment of media experts obtained a score of 50 with a percentage of 78% in the very decent category. After validation, a field test was carried out before being given to actual students in the class and obtained a score of 52.4 or 87.5% included in the very feasible category and in the end a trial was carried out on students who obtained a score of 53.64 with a presentation of 89.4% included in the category of very worthy of use. Based on the analysis of the increase in *prestest* and *posttest* results with scores of 68.33 and 86.33, the increase in learning outcomes was very significant, up after using interactive media based on Lectora Inspire.

This research has similarities with relevant research, namely the type of development in the form of interactive learning media for Descriptive text lessons. The difference of this study is the subject matter and subject used.

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b) Arba Ina Putri (2020) in her research entitled: " *Pengembangan media interaktif berbasis Lectora Inspire dalam pembelajaran menulis texs anekdot pada siswa kelas X SMA Negeri 3 Palembang*". The result of this study is the material expert assessment obtained a score of 33 with a percentage of 92,5% included in the valid and feasible category. The assessment of media experts obtained a score of 45 with a percentage of 93,75% in the the valid and feasible category and The linguist expert obtained a score of 13 with a percentage of 81,25% included in the valid and feasible category. It can be concluded that the Lectora Inspire-Based Interactive Learning Media is very feasible to be used as a learning media for students in writing anecdote text.

This research has similarities with relevant research, namely the type of development in the form of interactive learning media for Descriptive text lessons. The difference of this study is the subject matter and subject used.

c) Kartika Rizki Septiana (2022) in her research entitled: "*Pengembangan Media Pembelajaran Interaktif Berbasis Lectora Inspire Pada Materi Segiempat dan Segitiga Kelas VII dengan Model ADDIE.*" The results of the research showed that the validation results from material experts received a percentage of 92.9% which was in the very valid category, the assessment from media experts received a percentage of 88.6% which was in the very valid category, while for the learning practitioners' assessment the percentage was 100%. which is in the very practical category. And for the assessment results, students' responses received a percentage of 86.5% which was in the very good category.

So overall the test results show that the interactive learning media based on Lectora Inspire on class VII quadrilaterals and triangles is suitable for use.

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2.3 Conceptual Framework

The ability of teachers to develop their potential determines the quality of education that will be produced in the future. Teachers must have a lot of provisions to carry out education and learning. Globalization is increasingly rapid causing technological developments and science is growing. This requires everyone to continue to update and take full advantage of technological developments. The use of technology as a learning medium will encourage students to be more active when following the learning process.

School facilities at SMP Negeri 3 Gunungsitoli Utara are quite adequate. However, utilization in the learning process is still not optimal. The media used by teachers at SMP Negeri 3 Gunungsitoli Utara still revolves around blackboards, student textbooks, LKS, printed modules and simple power points made by teachers. LCDs in some classrooms are not always used by teachers for the learning process. Students are still less enthusiastic in following the learning process in class. Such situations need to be improved in learning. Teachers need interactive learning media to overcome this. One of the media that can be used is computer-based media where learning utilizes existing facilities in 47 schools. Students will get a new learning atmosphere and can increase activeness and passion for learning. One of the computer-based media is using Lectora Inspire software. The use of creative and innovative learning media will increase the passion and motivation of students to learn.

Based on the description above, it is necessary to develop interactive learning media based on Lectora Inspire as a form of media that helps teachers in the learning process. The development of interactive learning media based on Lectora Inspire contains learning materials and evaluation questions that are packaged creatively so that they are easily understood by

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students. This research uses development research methods to produce certain products in the form of interactive learning media based on Lectora Inspire. The success of the learning media that has been made can be known, so there needs to be validation and then tested. Validation is used to obtain input/corrections about the product being developed. Field trials on students are intended to determine the feasibility of the developed product.

Research Paradigm

```
                    ┌─────────────────┐
                    │    Researcher   │
                    └─────────────────┘
                             │
                             ▼
        ┌────────────────────────────────────────────┐
        │ There needs to be learning media that is    │
        │ appropriate to technological developments   │
        │ and school conditions.                      │
        └────────────────────────────────────────────┘
                             │
                             ▼
        ┌────────────────────────────────────────────┐
        │ Development of learning media based on      │
        │ Lectora Inspire                             │
        └────────────────────────────────────────────┘
             │               │               │
             ▼               ▼               ▼
     ┌─────────────┐  ┌─────────────┐  ┌──────────────┐
     │ Material    │  │ Media       │  │ Practicioner │
     │ expert      │  │ expert      │  │ expert       │
     │ validation  │  │ validation  │  │ validation   │
     └─────────────┘  └─────────────┘  └──────────────┘
             │               │               │
             └───────────────┼───────────────┘
                             ▼
        ┌────────────────────────────────────────────┐
        │ Trial and revision of based learning media. │
        │ Lectora inspire on adjusting Descriptive     │
        │ Text material.                              │
        └────────────────────────────────────────────┘
                             │
                             ▼
        ┌────────────────────────────────────────────┐
        │ The final product is interactive media      │
        │ based learning lectora inspire.             │
        └────────────────────────────────────────────┘
```

CHAPTER III
RESEARCH METHOD

3.1 Research Schedule

This research was conducted at SMP Negeri 3 Gunungsitoli Utara which is located in Lolo'anaa / Lolomoyo Village, Gunungsitoli Utara. The research was carried out in stages from May-June 2024 in accordance with development of learning media.

Table 1. Schedule of study

No.	Development Procedure	Execution time
1.	Analysis	April 2024
2.	Design	April 2024
3.	Development	May 2024
4.	Implementation	June 2024
5.	Evaluation	June 2024

The subjects of this study were Material Expert, Media Expert, Practicioner and all grade students of class VIII-B of SMP Negeri 3 Gunungsitoli Utara.

Table 2. Subject of study

No.	Subject	Name
1.	Materials Expert	Trisman Harefa, SS., M.Pd
2.	Media Expert	Ricky Diamond Putra Zega, S.Pd
3.	Learning practitioners (Teacher)	Aprinius Zega, S.Pd.
4.	Student	30 student class VIII-B SMP Negeri 3 Gunungsitoli Utara

3.2 Research and Development Methods

This research uses a type of research and development method (Research and Development). "Research and development methods are research methods used to produce

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certain products and test the effectiveness of those products" (Sugiyono , 2019: 297). This study aims to develop learning media on adapted journal material in the form of Lectora Inspire-based modules that are regularly made and tested for feasibility in terms of material, media and use for practitioners.

Development research in the field of education has the aim of increasing the effectiveness of the learning process so that it can achieve learning objectives. This research uses the ADDIE model developed by Dick and Carey including five stages, namely Analysis, Design, Development, Implementation and Evaluation which have been modified to produce a simpler development model.

3.3 Procedure of Development

The procedure for developing Lectora Inspire-Based Interactive Learning Media refers to the steps for adopting the ADDIE model development in its application with the needs of the products and subject matter developed, namely:

1. Analysis

At this stage, a needs analysis will be carried out with observations from grade VIII SMP Negeri 3 North Gunungsitoli . This stage is carried out to obtain information and the need for learning media needed to overcome the difficulties and boredom of student learning, especially in Descriptive Text material. This learning media is expected to be able to provide solutions for teachers and students to overcome this. In addition, it is hoped that this learning media can add to the variety of learning media that will be used by teachers.

2. Design

   a) Designing Learning Media Design Concepts

   At this stage, researchers will begin to design product accordance with the subject of research and materials that will be used in interactive learning media based on Lectora

Inspire. The preparation of the product design is carried out as a whole (storyboard) so that every part of the product will be visible.

b) Preparation of Materials, Questions and Answer Keys

At this stage, the basis for material selection, preparation of questions and answers to be contained in learning media is determined. The material and questions in this media are compiled from various reference sources.

c) Selection of background, image, character, and background sound .

These backgrounds, images and characters are obtained from one of the sources to be edited using PicsArt and made in Portable Normal Grapichs (PNG).

3. Development

a. Making Learning Media Products

Interactive Based on Lectora Inspire Based on the product design that has been designed, researchers will make products. Making this interactive learning media uses lectora inspire software. Storyboards that have been designed are made into a whole product.

b. Validation I

At this stage, the initial product that has been made will be validated by material experts and media experts. The purpose of this validation is to obtain suggestions, comments and feedback that are used for the first product revision.

c. Revision I

At this stage the product will be revised based on suggestions, comments and input from material experts and media experts.

d. Validation II

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At this stage, the initial product that has been printed will be validated by learning practitioners (teachers). The purpose of this validation is to obtain suggestions, comments and input that are used for product revisions before testing students.

e. Revision II

At this stage the product will be revised based on suggestions, comments and input from learning practitioners (teachers).

4. Implementation

a. Small group trials

This small group trial will be carried out by 9 students in class VIII-B.

b. Revision of small group trial results (if needed).

At this stage, product revisions will be carried out based on input from 9 students of grades VIII-B.

c. Field Trials

At this stage, the product will be tested to all grade VIII-B students at SMP Negeri 3 Gunungsitoli Utara. In this stage, an interactive learning media product assessment questionnaire based on Lectora Inspire will be given. Researchers monitor the course of activities as long as learning media are used by students.

5. Evaluation

At this stage, researchers conduct an evaluation to measure the success of the goal of developing Lectora Inspire-Based Interactive Learning Media products, namely the analysis of the feasibility results of the final product. This stage has also obtained the final product of Lectora Inspire-Based Interactive Learning Media.

3.4 Data Analysis Techniques

The data collection method used to collect data is by using questionnaires. Questionnaire is a data collection technique carried out by giving a set of questions to respondents to answer (Sugiyono , 2012: 199). Questionnaires given to respondents to measure the variables to be studied.

1) Instrument grid for Material Expert

Table 3. Instrument Grid for materials expert

No	Indicator	Item Number
	Material Aspects	
1	Suitability learning materials	1,2,3
2	Depth material	4
3	Material arranged in an orderly manner systematic, sequential and flow the logic clear	5,6,7
4	Convenience material For understood	8
	Aspect Question	
5	Instruction processing question	9
6	Clarity formulation question	10
7	Variation question	11,12
8	Answer key	13
	Aspect Language	
9	Use Language easy understood	14
10	Accuracy use of terms	15
	Implementation aspects	
11	Interactivity	16
12	Giving motivation	17,18

Source by: Romi Knight W (2006) with modification.

2) Instrument grid for Media expert

Table 4 . Instrument grid for Media expert

No	Indicator	Item Number
	Aspect Manipulation Software	
1	Effective And efficient in use	1,2
2	Can maintained/managed easily	3,4
3	Easy used	5,6

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4	Reliable (media reliability)	7.8
5	Documentation program media learning	9,10,11
Aspect Communication Visual		
6	Communicative	12
7	Creative	13,14
8	Element audio	15,16,17
9	Layouts	18
10	Design	19,20
11	Color	21.22
12	Picture	23
13	Icon navigation	24.25

Source by : Romi Knight W (2006) with modification.

3) Instrument grid for Practitioner experts

Table 5. Instrument grid for expert practitioners

No	Indicator	Item Number
Aspect Manipulation Software		
1	Can maintained/managed easily	1,2
2	Easy used	3,4
3	The packaging integrated	5,6
4	Reliable (media reliability)	7.8
5	Documentation program media learning	9,10
Aspect Learning Design		
6	Conformity material with the intention of learning	11
7	Drafting material systematic	12
8	Truth question And key answer evaluation	13
9	Giving motivation	14
10	Media usefulness	15
Visual Aspect		
11	Communicative	16
12	Creativity	17
13	Attractiveness media	18,19
14	Neatness design media	20

Source by : Romi Knight W (2006) with modification.

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4) Instrument grid for students

<center>**Table 6** . Instrument grid for students</center>

No	Indicator	Item Number
Aspect Manipulation Software	
1	Easy used	1,2
2	The packaging integrated	3,4
3	Reliable (reliability media)	5,6
Aspect Learning Design	
4	Drafting material systematic	7
5	Material easy to understand	8.9
6	Completeness And clarity question	10,11
7	Bait come back to evaluation result	12
8	Use of Language	13
Visual Aspect	
9	Creative	14
10	Element audio	15
11	Election layouts and color	16,17
12	Attractiveness design media	18
13	Navigation Icons	19,20

<center>Source by: Romi Knight W (2006) with modification</center>

This study used quantitative descriptive analysis techniques. The quantitative descriptive method is to process data by systematically compiling it into numbers or percentages to obtain conclusions in general (Agung, 2018; Wiranata & Sujana, 2021). In this study, quantitative descriptive analysis was used to process data obtained through questionnaires in the form of scores. Quantitative descriptive analysis is obtained from tests of learning practitioners, material experts, media experts and students. Data obtained based on expert assessments and trials on students were analyzed using the Likert scale in Table 7.

<center>**Table 7** Likert Scale (Sugiyono , 2015:93)</center>

Criteria	Score
Very Good	5
Good	4
Enough	3
Bad	2
Very Bad	1

<center>70</center>

Calculate the average score of each indicator with the formula:

$$\bar{X} = \frac{\Sigma X}{N}$$

Information:

X = average score
$\sum x$ = total score
N = Item Subject
(Eco Putro W, 2017: 237)

To be able to provide meaning and decision making, a determination is used with the conversion of achievement levels on a scale of 5 in Table 8.

Table 8 Attainment Rate Conversion on a Scale of 5 (Eko Putro Widoyoko (2018: 112).

Score	Interval Score	Category
5	X > 4.20	Very Worthy
4	3.40 < X ≤ 4.20	Worthy
3	2.60 < X ≤ 3.40	Enough
2	1.80 < X ≤ 2.60	No Worthy
1	1 < X ≤ 1.80	Very No Worthy

RESULTS AND DISCUSSION

A. Research Results

4.1 Development of Interactive Learning Media Based on *Lectora Inspire*

Development of learning media based This *Lectora Inspire* is adaptation and modification from step research and development of the ADDIE model , namely : 1) *analysis* : 2) *design* ; 3) *development* ; 4) *implementation* ; 5) *evaluation*

4.1.1 Analysis

At stage analysis , researcher do observations and interviews in class VIII-B of SMP Negeri 3 Gunungsitoli Utara on 11th April 2024. Students present are 30 students . Based on interview with the English teacher , Mr. Aprinus Zega, S, Pd about importance use of learning media, teacher only using simple *power point* media , books packages and exercise. Activity inclined learning monotonous making student bored . This matter be marked with many students sitting in the section behind do not pay attention with teacher's explanation and talk to fellow classmates. They don't seem enthusiastic about participating in learning process . Utilization facilities should be used to the fullest, for example use of LCD and projector as support delivery material . But in the learning process the use facility still not fullest.

4.1.2 Design

At this stage researcher gathered information that supports the development interactive learning media. Some information from the analysis was prepared by the researcher thus producing :

1. **Design Concept (** *storyboard)*

Storyboard contains about description overall learning media interactive that will be loaded become a learning medium based *Lectora Inspire*. The competencies used in interactive learning media are derived from the syllabus and lesson plans used in SMP Negeri 3 Gunungsitoli Utara, namely descriptive text. Story boarding works as guide in creating learning media based *Lectora Inspire* . Design media learning This explained in table as following :

Table 9 . Design of interactive learning media

No.	Design	Description
1.	Form	Soft files extension .exe
2.	Material	Basic Descriptive Text Competencies
1	Language	Indonesian and English
4.	Section	a. Menu b. Kompetensi c. Materi d. Kuis e. Profil

Source: Data Primary Which processed

Lectora Inspire Based Interactive Learning Media can be described as follows:

a)   **Menu Section**

Section contains descriptions of the sections or menus available in the learning media.

b)   **Kompetensi Section**

Contains the basic competencies and indicators of achievement competencies that must be mastered by students.

c)   **Materi Section**

This section contains material on basic competencies of descriptive text.

d)   **Kuis Section**

This section consists of instructions for working on multiple choice questions or quizzes as well as evaluation results in the form of assessment scores.

e)   **Profil Section**

Contains the identity of the developer or researcher as well as the supervisor.

2. Creation of materials, questions and answer keys

At this stage, material regarding descriptive text is prepared. The basis for selecting this material is because there are difficulties in terms of understand material which experienced by students as well as the lack of use of interactive learning media in delivering descriptive text material. The material, questions and

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answers in this media are compiled from various references.

The material is classified into sub materials to make it easier for students to study the material. Descriptive text sub-material includes:

a) Definition of descriptive text and purpose

b) Generic Structures

c) Language Features

d) Examples

e) Descriptive text video

3. Selection of backgrounds, images and characters

The backgrounds and characters used in this media are combined with images downloaded from several sources. Creating and combining backgrounds and characters using the *PicsArt application . Background* format and characters in This media is *portable network graphics* (.png).

4.1.3 Development

The third stage is the development stage which includes interactive learning creation, validation and revision.

1) Making Interactive Learning

Developing interactive learning media, all components such as *background design.*, images, characters, navigation buttons, materials and questions are prepared using *Lectora Inspire software* according to the *storyboard design* that was created in the previous stage. After all the components are created in the *Lectora Inspire software* , they are saved in .awt format. The .awt file format can still be edited if there are revisions. The final product of this learning media development is an offline file published in *Single File Executable* in .exe format so it can be used on a computer or laptop without having to install *Lectora Inspire* first.

2) Product Validation I

Early media that had made Then validated. This validation objective for get confession eligibility and input repair regarding existing media developed by researchers. Stage

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validation I done by 1 person expert material namely Mr. Kristof Martin E. Telaumbanua , SS., M.S (Lecturer in the Department of Education, English Language Education Study Program Faculty Teaching and Training, Universitas Nias) and 1 media expert , namely Mr. Ricky Diamond Putra Zega, S.Pd (Information and Computer Engineering Teacher at SMP Negeri 3 Gunungsitoli Utara). Input and suggestions from expert materials and media experts are used as base revise the media so that the media is developed become more Good .

a) Material Expert Validation

Validate by expert material is reviewed from aspect material, aspect question, aspect language and aspects implementation. Evaluation appropriateness existing material in learning media. This use questionnaire. Prepared questionnaire use scale likert 1-5 alternatives answer namely Strongly feasibility, feasible, moderately feasible, unfeasible, and strongly unfeasible. Questionnaire For expert material This has 18 indicators. Results of assessment by experts material can see in the attachment, for average assessment results validation from expert material is as following :

Table 10 . Results Expert Assessment Material

No	Aspect	Score	Average	Category
1	Aspect Material	38	4,75	Strongly feasible
2	Aspect Question	24	4,80	Strongly feasible
3	Aspect Language	9	4,50	Strongly feasible
4	Aspect Implementation	15	4,66	Strongly feasible
Average whole			**4,68**	Strongly feasible

Source: Data The primer processed

Based on the table, it is known that the media developed in terms of the feasibility of the aspect material obtained an average value of 4,75 including in the **"Strongly feasible"** category, the aspect question obtained an average value of 4,80 including in the **"Strongly feasible"** category , the aspect language obtained an average value of 4,50 included in the **"Strongly feasible"** category and the aspect implementation obtained an average value of 4,66 including in the **"Strongly feasible"** category.

Overall, the results of validation by material experts are based on aspects material, aspects question, aspects language and aspects implementation obtained an average value of 4,68. These results indicate that *Lectora Inspire based interactive learning media* based on material expert validation is included in the **"Strongly feasible"** category used as a learning medium. Results from validation expert material the presented in a bar chart as follows:
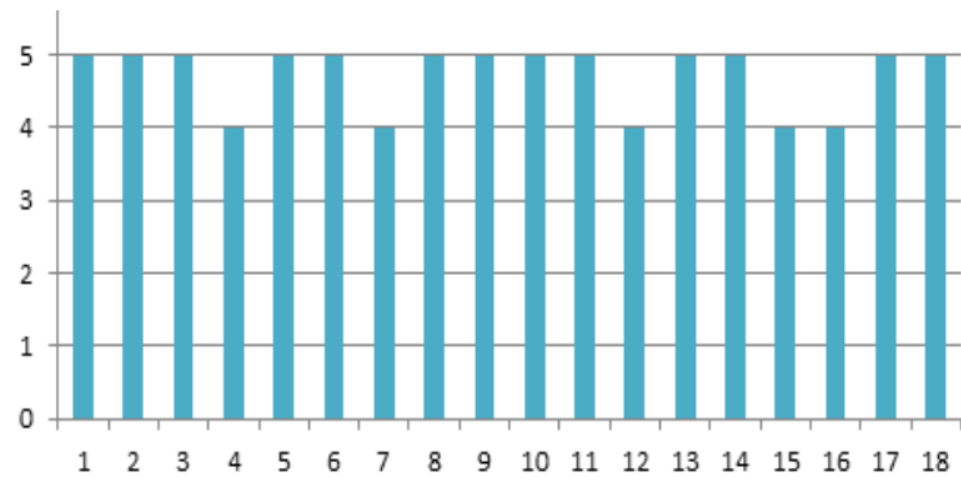
Material Expert Validation

Figure 1 . Diagram of Material Expert Validation Results

b) Media Expert Validation

Validation carried out by media experts is reviewed from aspect manipulation device software and visual communication . Evaluation feasibility of learning media This use questionnaire. Questionnaire For media experts have 25 indicators . Rating result appropriateness aspect media engineering and aspects visual communication by complete media expert can see in the attachment, for average assessment results validation media experts are as following :

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Table 11 . Results Evaluation Validation Expert Media

No.	Aspect	Score	Average	Category
1	Device Engineering Aspects Soft	50	4.54	**Strongly feasible**
2	Communication Aspect Visual	60	4.57	**Strongly feasible**
Average whole			**4.55**	**Strongly feasible**

Source: Data The primer processed

Based on the table above, looking at the software engineering aspect, an average score of 4.54 is obtained, which is included in the **"Strongly feasible"** category , while for the visual communication aspect, an average score of 4.57 is obtained, which is included in the **"Strongly feasible"** category. Overall, the validation results by media experts based on software engineering aspects and visual communication aspects obtained an average of 4.55 and are included in the category **"Strongly feasible"** is used as a learning medium. The results of media expert validation when presented in a bar chart are as follows:
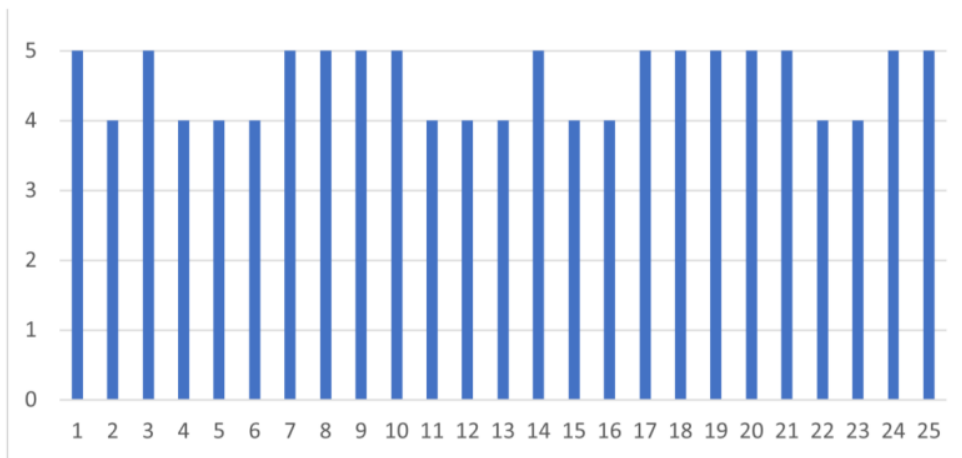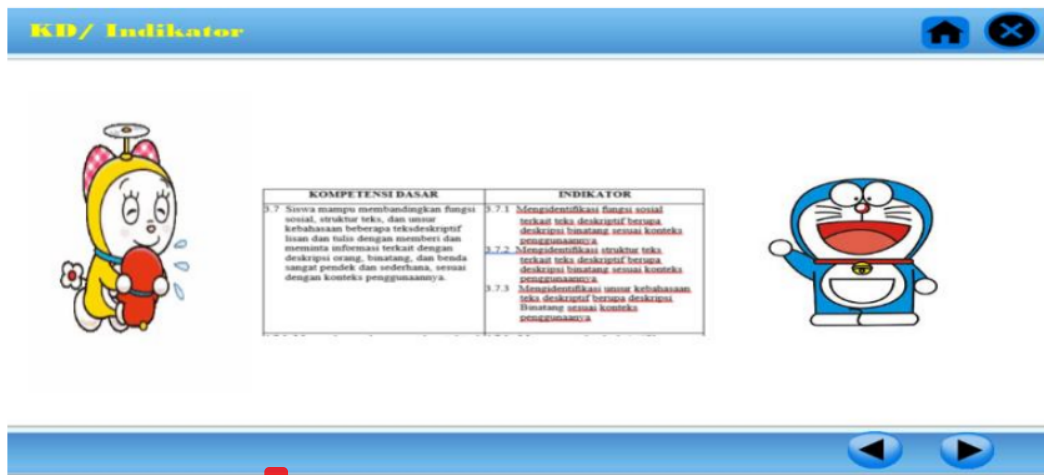
MEDIA EXPERT VALIDATION

Figure 2 . Diagram of Media Expert Validation Results

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3). Revision Media I

Based on process validation I, There is a number of revision media viz input and improvements from expert material and media experts .

1). Revision Materials Expert

1. Change size of letters be enlarging so can be read in competencies page

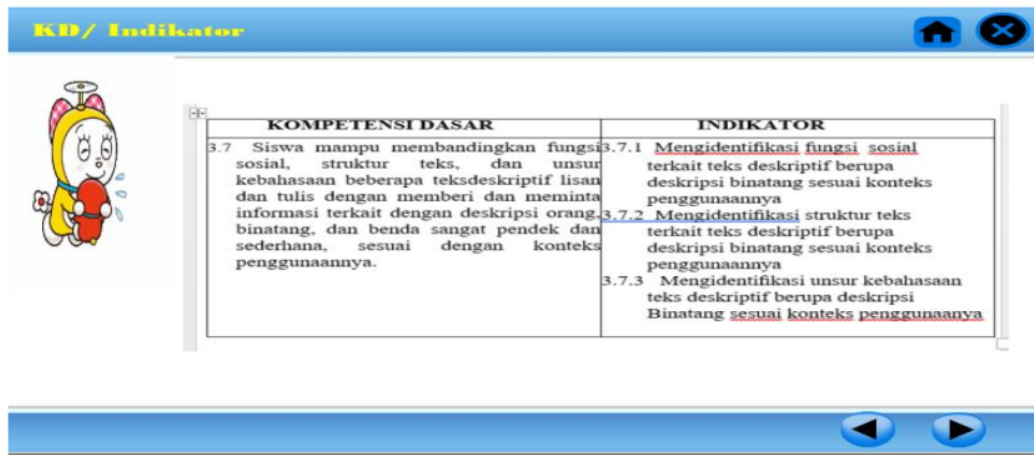Figure 3. Competencies page before revision

Figure 4. Competencies page after revision

2. Arrange layout of letters on the page generic structures

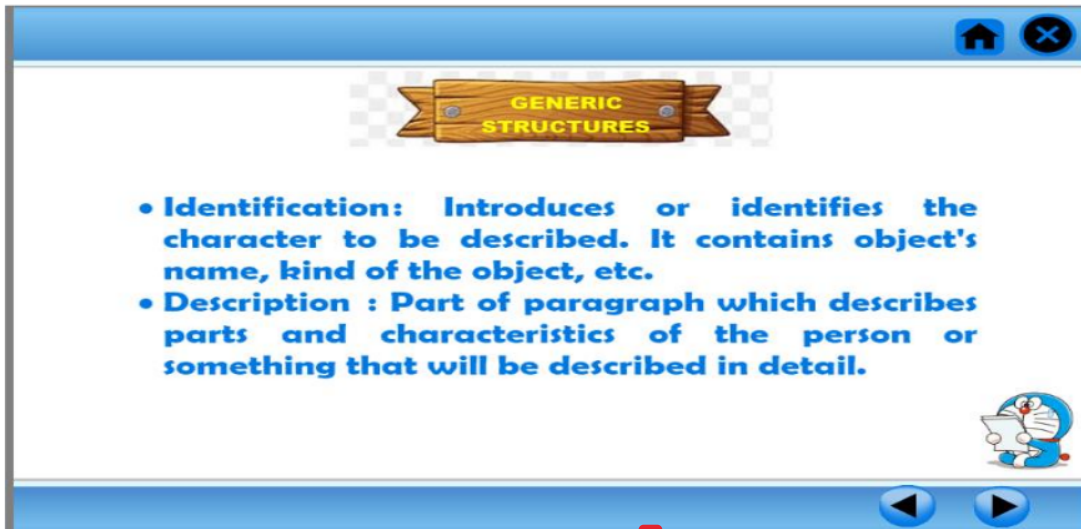Figure 5. Generic structures page before revision
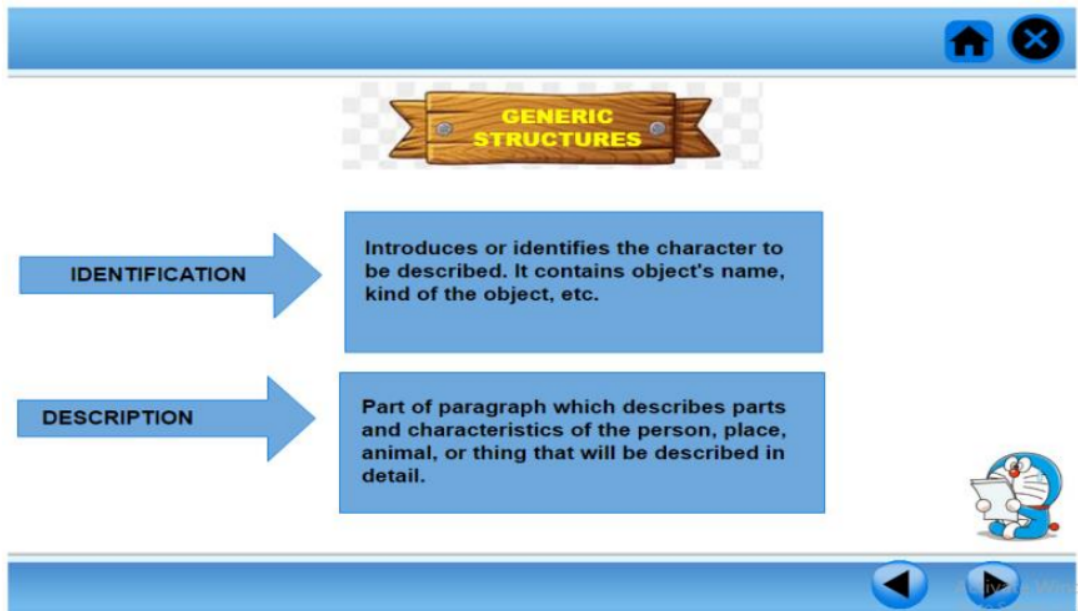
Figure 6. Generic structures page after revision

3. Explanation of language features is linked to example
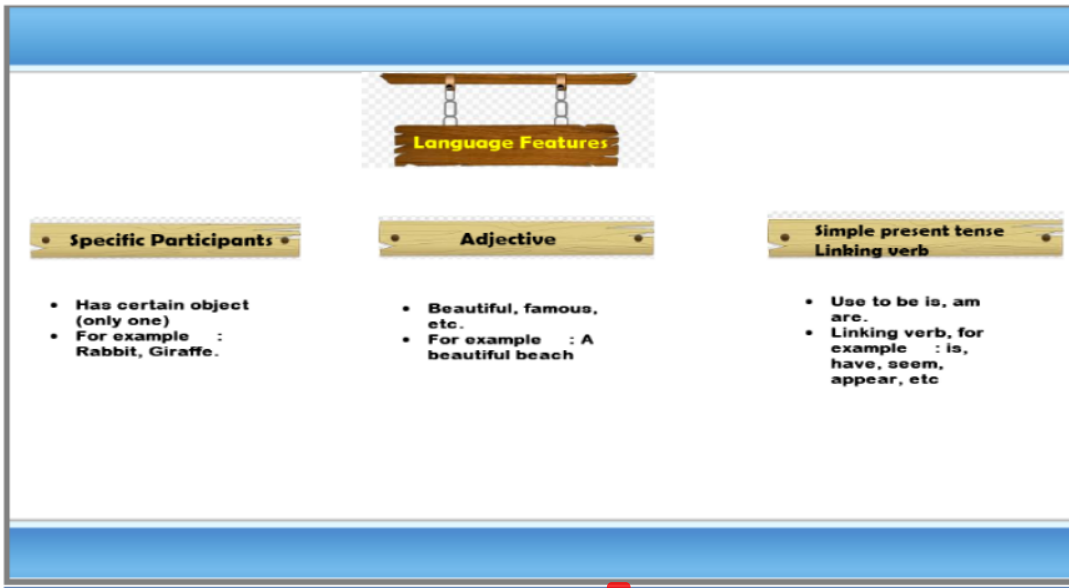
Figure 7. Language features before revision
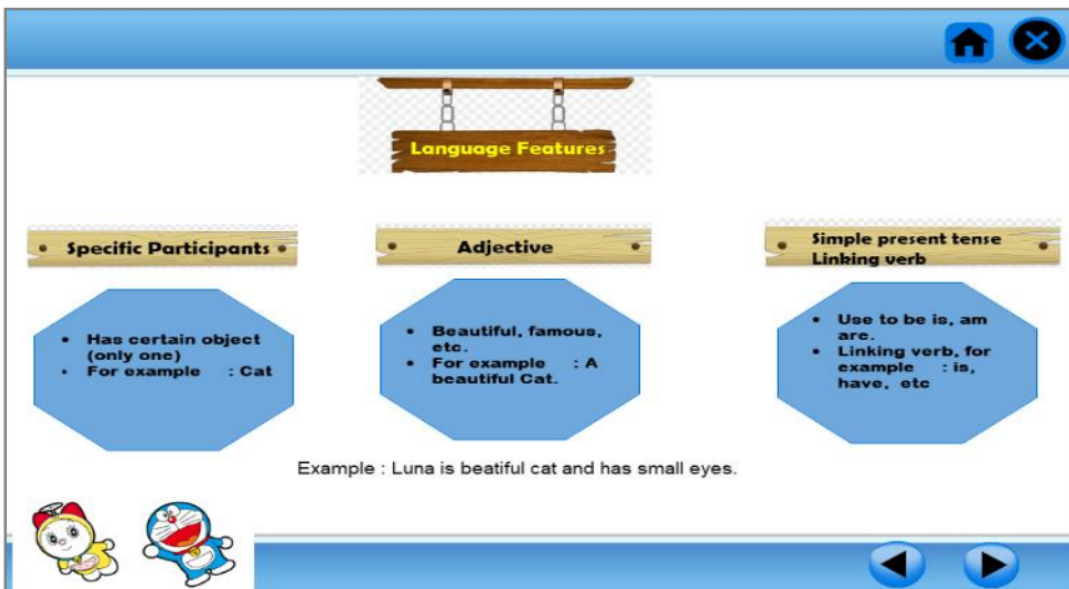
Figure 8. Language features after revision

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4. Change the sentences on petunjuk kuis page

Figure 9. Petunjuk kuis page before revision
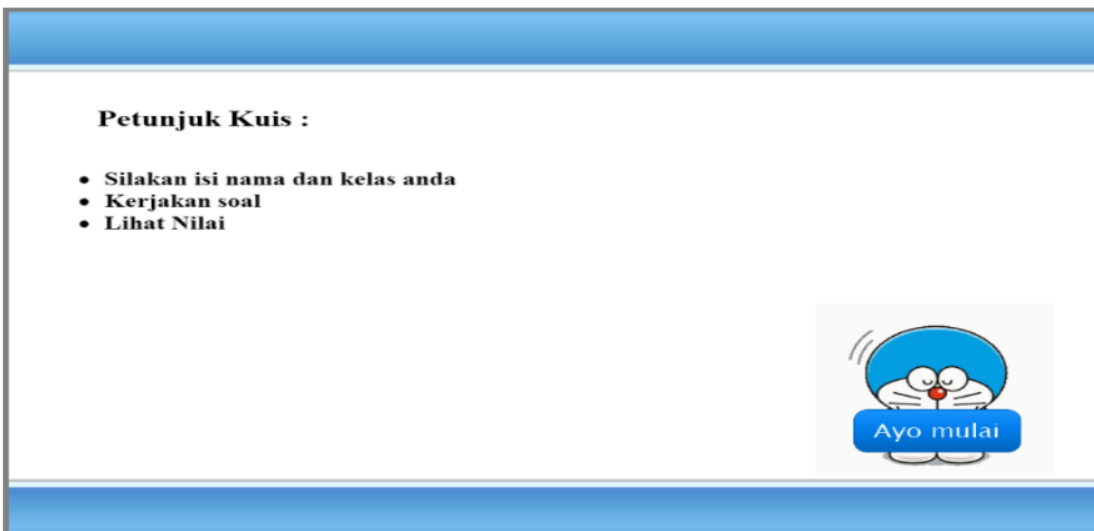
Figure 10. Petunjuk kuis page after revision

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5. Profil page add supervisor

Figure 11. Profil page before revision

Figure 12. Profil page after revision

2). Media Expert Revision

1. Cover is created more attractive and added the campus logo

Figure 13.. Cover page before revision

Figure 14. Cover page after revision

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6. Giving different colors on the menu page

Figure 15. Previous menu page revision

Figure 16. Menu page after revision

7. Use writing color for One consisting of pages of the two explanations material

Figure 17. Material page before revise

Figure 18. Material page after revision

8. Add animation interesting on the video page about descriptive text

Figure 19. Previous video page revision

Figure 20. Video page after revision

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3) Validation II

Validation this II carried out by Practitioners learning namely Mr. Aprinius Zega , S.Pd. as English teacher in class VIII SMP Negeri 3 Gunungsitoli Utara. Validation This with gather suggestion or opinion for do revision towards existing learning media made In Questionnaire For practitioner l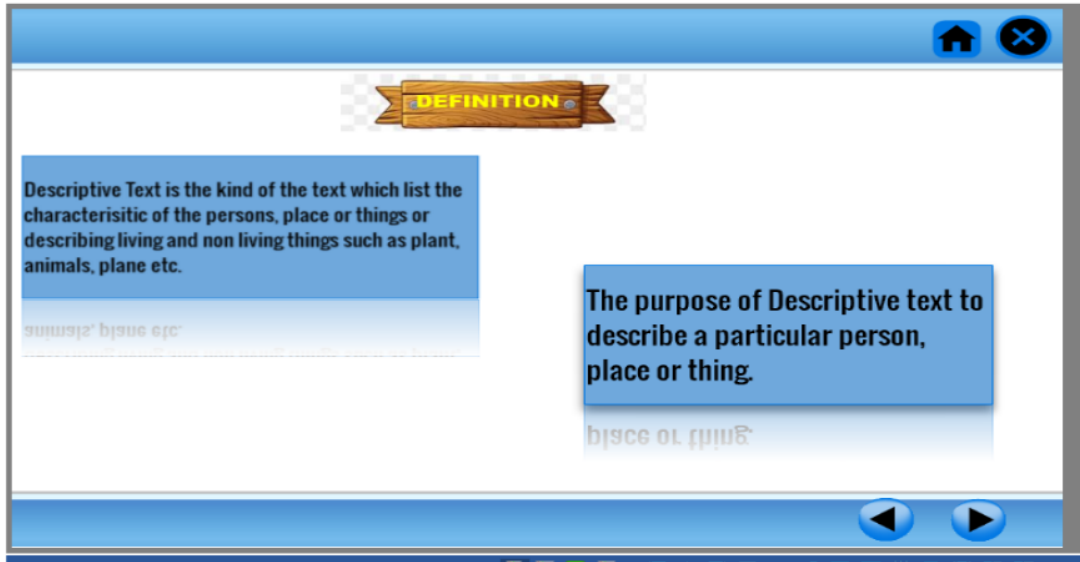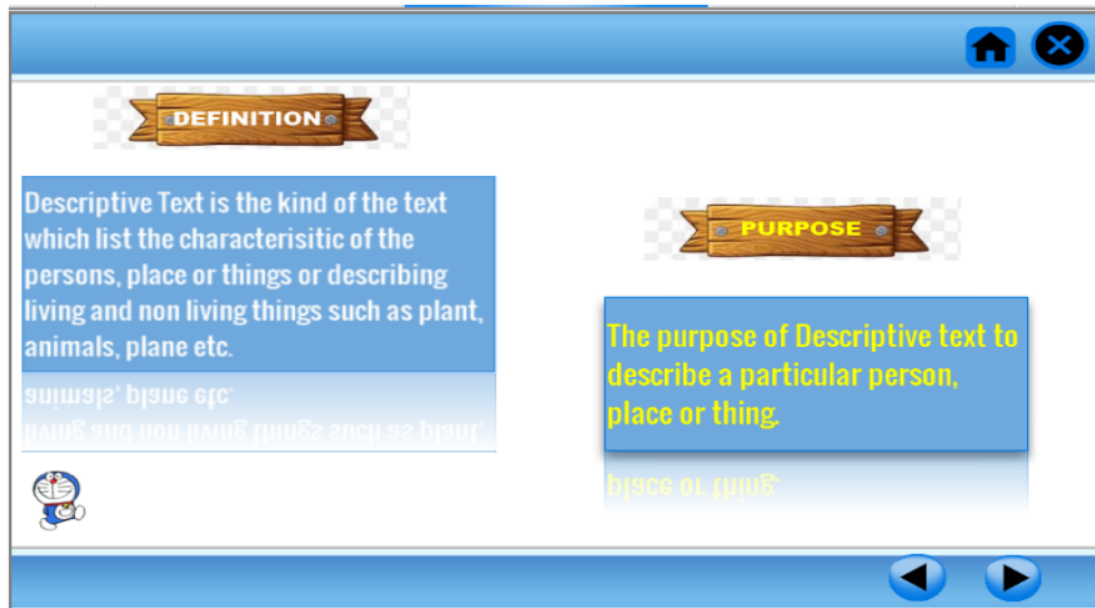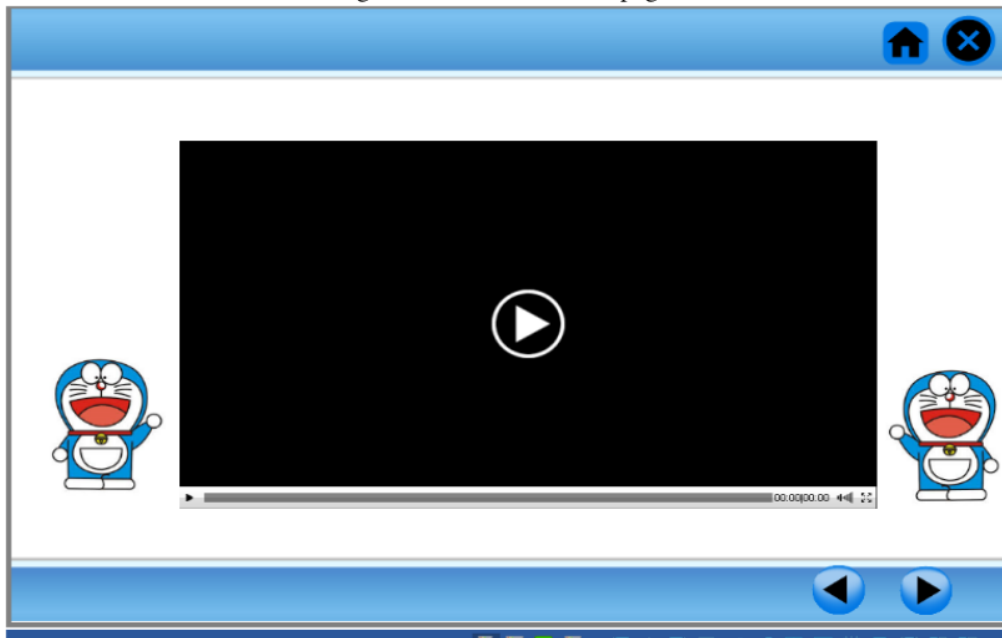earning has 20 indicators grouped assessments become three aspect that is aspect manipulation device soft , aspect design learning and aspects visual communication . Following This is average validation results by practitioners learning :

Table 12. Results Validation Practitioner learning

No.	Aspect	Score	Average	Category
1	Aspect Software engineering	45	4.80	Strongly feasible
2	Aspect Learning Design	22	4.60	Strongly feasible
3	Aspect Visual Communication	22	4.40	Strongly feasible
Average whole			**4.60**	**Strongly feasible**

Source: Data Which processed

Based on the table above, when viewed from the software engineering aspect, an average score of 4.80 is obtained, which is included in the " **Strongly feasible** " category , while for the learning design aspect obtained mark average 4.60 which including in the " **Strongly feasible** " category. The communication aspect obtained an average of 4.60 which is included in the " **Strongly feasible** " category. Overall, the validation results by learning practitioners based on software engineering aspects, learning design aspects and visual communication aspects obtained an average of 4.60 and were included in the " **Strongly feasible** " category for use as learning media. The results of learning practitioner validation when presented in a bar chart are as follows:

Practitioner Validation

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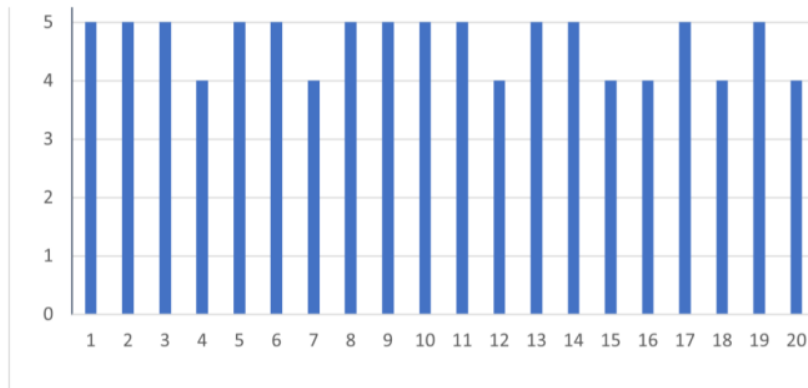Figure 22. Diagram of practitioner validation

4) Revision II

[1]

Based on input from validation stage II, carried out revision of learning media based on input and suggestions from learning practitioners (English teachers) class VIII SMP Negeri 3 Gunungsitoli Utara.

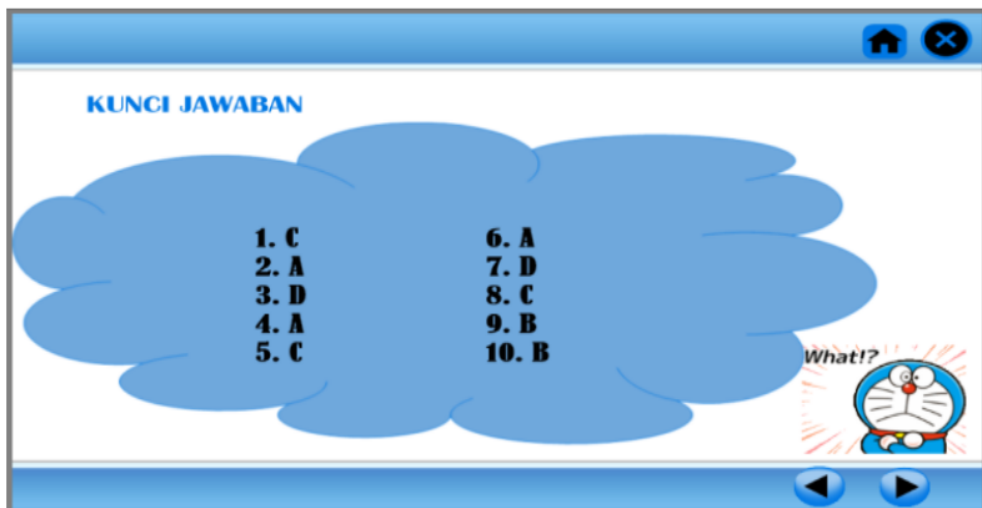1) Provide answer keys at the end of the test so that students can study the questions in the learning media.

Figure 21. Answer key page

4.1.4 Stage Implementation

1) Test Try Group Small

The small group trial was carried out on Friday 21 June 2023. The subjects of the small group trial were 9 students in class VIII-B of SMP Negeri 3 Gunungsitoli Utara. This trial was carried out to determine the suitability of the media Which developed And know opinion students about interactive learning media based on *Lectora Inspire* .

In test try group small This, researcher give assessment questionnaire appropriateness media to student. This questionnaire consists of 20 indicators and using a Likert scale with 5 alternative answers, namely very good, good, fair, not good and very poor Good. Student fill in questionnaire after use interactive learning media based on *Lectora Inspire* developed by researchers. Results from the test try small groups are as follows:

Table 13. Results Test Try Groups Small

No.	Aspect	Score	Average	Category
1	Aspect Device Engineering Soft	243	4.50	Strongly feasible
2	Aspect Learning Design	274	4.35	Strongly feasible
3	Aspect Visual Communication	276	4.38	Strongly feasible
Average whole			**4.41**	**Strongly feasible**

Source: Data primary ones processed

Based on the table above when viewed from the aspect for software engineering, an average score of 4.50 was obtained, which was included in the " **Strongly feasible"** **category**, while for the learning design aspect, an average score of 4.35 was obtained, which was included in the the **"Strongly feasible" category**. The visual communication aspect obtained an average of 4.538 which is included in the category the " **Strongly feasible"**. By whole results test try small groups by students based on software engineering aspects,

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learning design aspects and visual communication aspects obtained an average of 4.41 and included in the the **"Strongly feasible" category** for use as learning media and not found revision.

1) Revision III

       This study did not have revision III results from small group trials. Students do not provide revisions regarding the learning media developed.

2) Trials Field

       Field trials were held on Friday, 21th June 2024 in class VIII SMP Negeri 3 Gunungsitoli Utara. Researchers prepare learning media that will be used on the laptop that has been provided. Student operate media learning developed by researchers. At the end of the lesson, students were asked to respond about the learning media by filling in a questionnaire distributed by the researcher. Student assessment results in full can seen on attachment. The following is a recapitulation of the average results of student assessments from class VIII-B of SMP Negeri 3 Gunungsitoli Utara on the learning media developed by researchers:

Table 14. Results Evaluation Student Class VIII-B

No.	Aspect	score	Average	Category
1	Aspect Software engineering	800	4.88	Strongly feasible
2	Aspect Learning Design	906	4.32	Strongly feasible
3	Aspect Visual Communication	934	4.44	Strongly feasible
Average whole			**4.55**	**Strongly feasible**

Source: Data primary ones processed

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Based on the table above, if we look at the software engineering aspect, an average of 4.88 is obtained which is included in the **"Strongly feasible" category** , the learning design aspect is obtained an average of 4.32 which is included in the **"Strongly feasible" category** and the visual communication aspect is obtained an average of 4.44 which is included in the **"Strongly feasible" category**. Overall, the results of the learning media assessment by students are based on engineering aspects device soft, aspect design learning And The visual communication aspect obtained an average of 4.55 and was included in the **"Strongly feasible" category** as a learning medium for class VIII-B students at SMP Negeri 3 Gunungsitoli Utara.

4.1.5 Evaluation

1) Comparison Stages Test Try

The trials in this research were carried out in two stages, namely small group trials and field trials. Both trial stages have carried out analysis and calculations of the feasibility of *Lectora Inspire Based Interactive Learning Media* . The following is a comparison of media feasibility assessments from the small group trial and field trial stages.

Table 19. Comparison Appropriateness Stages Test Try

No.	Aspect	Test Try		
		Small Group	Field	Category
1	Aspects of Software Engineering	4.50	4.88	Strongly Feasible
2	Learning Design Aspects	4.35	4.32	Strongly Feasible
3	Communication Aspect Visual	4.58	4.44	Strongly Feasible
Average		**4.48**		**Strongly Feasible**

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Based on the table above, you can see the comparison of the assessments for each aspect for the small group trial and field trial stages. These results show that from the results of small group trials and field trials the highest assessment is the visual communication aspect. The overall average score obtained from the trial stage was 4.48, included in the X > 4.20 " **Strongly Feasible**" **category.**

2) Analysis Feasibility of Learning Media Based on *Lectora Inspire* .

Assessment of the feasibility of learning media is obtained from validation by material experts, media experts, learning practitioners and students. Assessment of media suitability by material experts based on material aspects, question aspects, language aspects and implementation aspects. Aspects assessed by media experts include aspects manipulation device soft And aspect communication visual.

Practitioners also provide assessments related to software engineering aspects, learning design aspects and visual communication aspects. Testing on students to assess based on software engineering aspects, learning design aspects and visual communication aspects. The assessment of media feasibility in each stage is presented in the following table:

Table 20. Appropriateness Media in Every Stages

No.	Research Stages	Score	Average	Category
1	Materials Expert	85	4.68	Strongly Feasible
2	Media Expert	114	4.55	Strongly Feasible
3	Learning practitioners	93	4.60	Strongly Feasible
4	Group Trials Small	793	4.41	Strongly Feasible
5	Field Trials	2640	4.55	Strongly Feasible

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Average	745	4.55	**Strongly Feasible**

Based on the table above, it shows that the results of all research stages starting from material experts, media experts, learning practitioners, small group trials and field trials are **"Strongly Feasible"** for Interactive Learning Media Based on *Lectora Inspire* on *Descriptive Text material*.

4.2 Feasibility Assessment of Interactive Learning Media Based on *Lectora Inspire*

The result of the validation of the feasibility of Interactive Learning Media based on lectora inspire as a whole are explained as follows :

a. Materials Expert

Material experts assess the suitability of the media in terms of material aspects, question aspects, language aspects and implementation aspects. The feasibility assessment by the material expert consists of 18 statements. The results of this assessment can be seen in the following table:

Table 21. Results Average Score Evaluation Expert Material

No.	Aspect	Score	Average	Category
1	Aspect Material	38	4.75	Strongly Feasible
2	Aspect Question	24	4.80	Strongly Feasible
3	Aspect Language	9	4.50	Strongly Feasible
4	Implementation Aspects	14	4.66	Strongly Feasible
Average			**4.66**	**Strongly Feasible**

Source: Data The primer processed

Based on the table above, it shows that the media developed in terms of the appropriateness of the material aspect, question aspect, language aspect and

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implementation aspect obtained an overall average score of 4.66 which is in the range of X > 4.20 in the " **Strongly   Feasible** " category . This category meets the eligibility requirements for *Lectora Inspire Based Interactive Learning Media* which was developed and is suitable for use as a learning medium for middle school students.

b.   Media Expert

Media experts assess the suitability of media in terms of software engineering and visual communication aspects. As a result of the assessment, 11 items stating aspects of software engineering received a score of 4, 54 and 14 items stating aspects of visual communication received a score of 4.57. The following are the results of the assessment of software engineering and visual communication aspects by media experts:

Table 22. Results Feasibility Assessment Media by Experts Media

No.	Aspect	Score	Average	Category
1	Aspect Software engineering	50	4.54	Strongly Feasible
2	Aspect Visual Communication	64	4.57	Strongly Feasible
	Average		4.55	**Strongly Feasible**

Source: Data Which processed

Based on the table above, it shows that the media developed in terms of the feasibility of the software engineering aspect and the visual communication aspect has an overall average score of 4.55 which is in the range X > 4.20 in the "**Strongly Feasible**" category . This category meets the eligibility requirements for *Lectora Inspire Based Interactive Learning Media* which was developed and is suitable for use as a learning medium for middle school students.

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a. Practitioner (Teacher)

Learning practitioners assess the suitability of the media in terms of software engineering aspects, learning design aspects and visual communication. The results of the assessment, 10 statements on aspects of software engineering, received a score of 4.80. 5 items stating aspects of learning design received a score of 4.60 and 5 items stating aspects of visual communication received a score of 4.60. The following are the results of the assessment of software engineering aspects, learning design aspects and visual communication by learning practitioners, presented in the table on the next page.

Table 23. Results Evaluation Appropriateness Media by Practitioner

No.	Aspect	Score	Average	Category
1	Aspect Software engineering	48	4.80	Strongly Feasible
2	Aspect Learning Design	23	4.60	Strongly Feasible
3	Aspect Visual Communication	22	4.40	Strongly Feasible
	Average		4.60	Strongly Feasible

Source: Data Which processed

Based on the table above, it shows that the media being developed is viewed from the feasibility aspect of software engineering, aspect learning design and aspect visual communication average whole obtain score 4.60 Which is at on range X > 4.20 in the **"Strongly Feasible"** category . This category meets the requirements appropriateness Media Learning Interactive Based *Lectora Inspire* Which developed And worthy used as a learning media for junior high school students.

Table 24. Recapitulation Results Evaluation Appropriateness Media

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No	Aspect	Expert Material	Media Expert	Practicioner	Average	Category
1	Aspect Material	4.75			4.75	Strongly Feasible
2	Aspect Question	4.80			4.80	Strongly Feasible
3	Aspect Language	4.50			4.50	Strongly Feasible
4	Aspect Design Learning			4.60	4.60	Strongly Feasible
5	Engineering Aspects Device Soft		4.54	4.80	4.67	Strongly Feasible
6	Communication Aspect Visual		4.57	4.60	4.58	Strongly Feasible
7	Aspect Implementability	4.66			4.66	Strongly Feasible
	Average				**4.65**	**Strongly Feasible**

Source: Data primary ones processed

Based on the table above, it shows that the highest average score from the overall expert validation results was obtained in the question aspect with an average of 4.80. The second result was obtained in the material aspect with an average score of 4.75. The third result was obtained in the software engineering aspect with an average score of 4.67. The fourth result was obtained in the implementation aspect with an average score of 4.66. Results the fifth is obtained in aspect visual communication with an average score of 4.58. The sixth result was obtained in the learning design aspect with an average score of 4.40. The final results were obtained in the language aspect with an average score of 4.50. Based on table 8 regarding guidelines for converting assessment scores into grades with 5 categories, average whole (X) show on number 4.65 which is located in the range X > 4.20, namely **"Strongly Feasible"**. The results of this assessment show that *Interactive Learning Media Based on Lectora Inspire* received the **"Strongly Feasible" category** for use as learning media.

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4.3. Student assessment of the implementation of interactive learning media based on Lectora Inspire

At the implementation stage, class VIII-B students became research subjects in the small group trial stage and the class became research subjects in the Field Trial stage. Student assessment functions to determine the feasibility of developing *Interactive learning media based on lectora inspire* in terms of material and media.

The small group trial stage consisted of 9 students. Students assess the learning media developed. The aspects assessed include software engineering aspects, learning design aspects and visual communication aspects. Student assessment results on test try group small can seen in the attachment. The results of the feasibility assessment for the software engineering aspect consist of 6 statement items which received an average score of 4.50 in the "Strongly Feasible" category . The assessment of the learning design aspect consists of 7 statement items obtaining an average score of 4.3 5 in the "Strongly Feasible" category . Evaluation aspect communication visual consists from 7 item acquisition statement mark average 4.38 with category "Strongly Feasible" . The three aspects assessed obtained an overall average score of 4.41 in the "Strongly Feasible" category .

Field trials were conducted on 30 class VIII-B students who assessed the suitability of the media from software engineering aspects, learning design aspects and visual communication aspects. Complete data on the results of student assessments on Field Trials can be seen in attachment. The results of the feasibility assessment for software engineering aspects consist of 6 statement items which received an average score of 4.88 in the "Strongly Feasible" category . The assessment of the learning design aspect consists of 7 statement items with an average score of 4.32 in the "Strongly Feasible" category . The assessment of the visual communication aspect consists of 7 points of obtaining statements mark average 4.44 with the category "Strongly Feasible" . The three aspects assessed obtained an overall average score of 4.55 in the category "Strongly Feasible". Based on results test try group small and

Field Trials, it can be concluded that *Interactive Learning Media Based on Lectora Inspire* is very suitable for use as a learning media for junior high school students.

i. Discussion

The research that has been carried out proves that the development of interactive learning media based on *Lectora Inspire* is very suitable for use as media learning by student. Matter This in line with research conducted by Muhammad Rizky Ferdian (2021) regarding " "Development of interactive media based on Lectora Inspire to improve learning outcomes for fourth grade students at SD Muhammadiya Kabanjahe " and Kartika Rizki Septiana (2022) regarding "Development of Learning Media Based on the Lectora Inspire Application on Class VII Quadrilaterals and Triangles with the ADDIE Model."

4.3.1 Learning Media Development Interactive Based *Lectora Inspire* .

Procedure research and development in research This adapt from summary *Instructional Design* with ADDIE approach Robert Maribe Branch (2009) in Sugiyono (2017: 38-39) which consists of of five stages namely 1) *Analysis,* 2) *Design* , 3) *Development* , 4) *Implementation* and 5) *Evaluation* .

a. *Analysis*

At this stage, an analysis of students' problems and needs is carried out. Analysis problem For know related problems in the learning process. Analysis of student needs is carried out to determine student characteristics and student needs in the learning process so that the media developed can be appropriate need. Results analysis show exists The problem is that teachers are still monotonous in the learning process. Teachers only often use *handouts,* book package And *power s i m p l e point* . This makes students less enthusiastic about participating in the learning process, as indicated by some students having fun chatting with their classmates when the teacher explains the material in front of the class. Students feel bored with the learning process. This boredom arises because the learning media used by teachers is not yet varied. Based on the results of this analysis, researchers have the idea to develop Interactive Learning Media Based on *Lectora Inspire* .

b. *Design*

Researchers design media Which includes concept creation design of learning media (*storyboard*), preparation of material, questions and answers, and creation of *backgrounds* , images, characters and adding videos. The concept of *Lectora Inspire* -Based Interactive Learning Media is in the form of material, examples and discussions and evaluation questions in a form that is in accordance with Standar Kompetensi (SK) Descriptive Text and Kompetensi Dasar (KD) Descriptive Text.

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c. *Development*

Development of interactive learning media, all components such as *background design* , images, characters, navigation buttons, audio, materials and questions are prepared using software *Lectora Inspire* V. 18 in accordance with design *storyboards* . The final product of developing this learning media is an offline file published in .exe format so that it can be used on the user's computer or laptop without having to Install *Lectora Inspire* first.

Lectora Inspire Based Interactive Learning Media was then validated by a Material Expert from a lecturer from the English Language Education Department, Faculty of Teacher Training and Science and a Media Expert from one of the teachers at SMP Negeri 3 Gunungsitoli Utara. The researcher then carried out revision I based on input from Material Experts and Media Experts. Learning Media is then validated II by Learning Practitioners namely the English teacher at SMP Negeri 3 Gunungsitoli Utara and then revision II was carried out based on teacher input.

d. *Implementation*

Stage This done test try group small on 9 student class VIII-B SMP Negeri 3 Gunungsitoli Utara . The results of the small group trial did not reveal any revisions that had to be carried out by the researcher, so the Field Trial was continued. Field trials were carried out on 30 students in class VIII-B of SMP Negeri 3 Gunungsitoli Utara. Researchers provide laptops   Which Already there is files media learning interactive based on *Lectora Inspire*

. Students look enthusiastic in participating in learning using *Lectora Inspire Based Interactive Learning Media* . Students took the quiz seriously and even discussed it with friends and asked the researcher if there were any difficulties in completing the questions. Learning using interactive learning media provides motivation and new experiences in learning in a more relaxed and enjoyable way. At the end of the lesson, students were asked to provide responses to the interactive learning media developed by researchers by filling out a questionnaire.

e. Stage Evaluation

At this stage the researcher carried out an evaluation by comparing the results of all trial stages and recapitulating the results of the assessment of the feasibility of learning media by material experts, media experts, learning practitioners and students.

4.3.2 Appropriateness Media Learning Interactive Based *Lectora Inspire* .

Lectora Inspire Based Interactive Learning Media went through a feasibility assessment stage carried out by one material expert (Trisman Harefa, SS., M.Pd.), one media expert (Ricky Diamond Putra Zega, S.Pd.) and one learning practitioner (Aprinius Zega, S.Pd.). Based on the recapitulation of the expert's overall assessment on table 24 recapitulation obtained score average whole as big as 4.65 which lies in the range X > 4.20 so it gets the **"Strongly Feasible"** category . The results of this assessment show that Interactive learning media based on Lectora Inspire is very

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suitable for use as learning media in junior high schools.

4.3.3 Evaluation Student to Media Learning Interactive *Lectora* based *Inspire.*

Student assessment of the media developed was carried out at the implementation stage. This implementation stage is very important because students is test target try that product developed. Student assessment is carried out in two stages, namely small group trials and field trials. The small group trial involved 9 students from class VIII-B, then the field trial involved all 30 students from class VIII-B.

Based on the results of the recapitulation of small group trial assessments (table 13), an overall average score of 4.41 was obtained. *The* overall average (X) shows 4.41 which is in the range make students interested in trying to operate and fulfill the Field Trial requirements.

Field trials obtained an average value of 4.55. Overall average (X) show on number 4.55 Which located in the range X > 4,20 which is include in the **"Strongly Feasible" category**, it means that interactive learning media based on lectora inspire has feasibility criteria as learning media that students can use in the learning process.

4..4 Limitations Development Interactive Learning Media based on Lectora Inspire

Some limitations in developing Interactive learning media based on lectora inspire are as follows :

1. Material available in learning media is only limited to Descriptive text.
2. Learning media can only be used on laptops and computers ,

so operation are less practical and flexible .

3. Evaluation of the development of learning media only limited to assessing the suitability of the media and does not extend to assessing the effectiveness evaluation media suitability yet until to evaluate effectiveness of further use of learning media .

CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

Based on the results of the research and discussion in chapter IV, the following conclusions can be drawn:

1. Development of Interactive Learning Media Based on Lectora Inspire on Descriptive textmaterial using the ADDIE development model. The analysis stage is the initial stage for analyzing student needs and analyzing the material for the learning media that will be developed. The design stage consists of designing the learning design concept, creating materials, questions and answer keys, as well as selecting backgrounds, images, characters and background. The development stage includes creating learning media, assessment by material experts, media experts and learning practitioners. The media is the result of revisions from expert advice, so the Interactive Learning Media Based on Lectora Inspire on Descriptive text material is ready to be implemented. The implementation phase consists of small group trials (9 students) and field trials (30 students). The evaluation stage is carried out by comparing the results of the trial stage and recapitulating the assessment results from material experts, media experts, learning practitioners and students.

2. The level of feasibility of interactive learning media is known based on experts judgment (material expert, media expert, and accounting teachers) covering aspects of material, language, learning design, software engineering, and visual communication. Validation results indicate that the interactive learning media as a learning medium is expressed as a **Strongly Feasible** category with an average score of 4.68 by a material expert, 4.55 by media expert, and 4.60 by Practitioners.

3. Students' assessment of Interactive Learning Media based on Lectora Inspire on Descriptive Text material in small group trials obtained an average score for all aspects of 4.41 which was included in the **"Strongly Feasible"** category and the assessment in the Field Trial obtained an average score all aspects are 4.55 which is included in the **"Strongly Feasible"** category. Based on this assessment, Interactive learning media based on Lectora Inspire is very feasible for use as English learning media.

B. Suggestions

Based on the quality of the product being developed, the weaknesses and limitations of the research discussed previously, the researcher provides suggestions for further media utilization and development as follows:

1. Media development can follow the stages of the ADDIE model up to the evaluation stage which assesses the effectiveness of media use so that development research can be carried out optimally.

2. Interactive Learning Media Based on Lectora Inspire needs to be developed in terms of material so that it can be expanded and not just limited to Descriptive Text material.

3. Interactive learning media based on Lectora Inspire needs to be developed with output that can be applied on smartphones so that students can more easily use independent learning.

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DEVELOPMENT OF INTERACTIVE LEARNING MEDIA BASED ON LECTORA INSPIRE IN DESCRIPTIVE TEXT MATERIAL FOR STUDENTS IN CLASS VIII SMP NEGERI 3 GUNUNGSITOLI UTARA IN 2023/2024

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