Listening Learning of Drama Employing Contextual Approach For Students of Vocational High Schools in Central Java

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Abstract: This study analyzes: (1) the needs of teachers and students in developing interactive media in listening learning of drama for students in Vocational High Schools; (2) the arrangement of interactive media prototype employing contextual approach in listening learning of drama for students in Vocational High Schools; (3) the effectiveness of interactive media employing contextual approach in listening learning of drama for students in Vocational High Schools; (4) the acceptance of interactive media employing contextual approach in listening learning of drama for students in Vocational High Schools based on stakeholders' responses.The research employed Research and Development (R&D) study that conducts some steps developed by Borg and Gall. The data was collected and tested its effectiveness with the T-Test statistical analysis.The results of this research showed that; (1) teachers and students find difficulties to employ interactive media in listening learning of drama in accordance with the students' basic competence and lesson plan, (2) the prototype of interactive learning media was developed, (3) the students' learning outcome of listening learning of drama can be improved with the help of interactive media compared with the learning without it and this is proved by the results of limited field trial and field trial, (4) the interactive media can be accepted by public and has more advantages than the old media according to the result of acceptance test.
Keywords: interactive media; listening learning; drama appreciation; contextual

Pembelajaran Menyimak Drama dengan Menggunakan Pendekatan Kontekstual untuk Siswa Sekolah Menengah Kejuruan di Jawa Tengah

Abstrak: Penelitian ini mengkaji: (1) kebutuhan guru dan siswa dalam mengembangkan media interaktif dalam mendengarkan pembelajaran drama untuk siswa di Sekolah Menengah Kejuruan (SMK); (2) perancangan prototipe media interaktif menggunakan pendekatan kontekstual dalam pembelajaran menyimak drama untuk siswa di SMK; (3) efektivitas media interaktif menggunakan pendekatan kontekstual dalam mendengarkan pembelajaran drama bagi siswa di SMK; (4) penerimaan media interaktif menggunakan pendekatan kontekstual dalam pembelajaran menyimak drama bagi siswa di SMK berdasarkan *stakeholder responses*. Penelitian ini menggunakan Penelitian dan Pengembangan (R & D) yang dikembangkan oleh Borg dan Gall. Data dikumpulkan dan diuji efektivitasnya dengan penghitungan T-Test. Hasil penelitian menunjukkan bahwa; (1) guru dan siswa menemukan kesulitan untuk menggunakan media interaktif dalam pembelajaran menyimak drama sesuai dengan kompetensi dasar siswa dan rencana pembelajaran, (2) prototipe media pembelajaran interaktif telah dikembangkan, (3) hasil belajar siswa dalam pembelajaran menyimak drama dapat ditingkatkan dengan bantuan media interaktif dibandingkan dengan pembelajaran tanpanya dan ini dibuktikan dengan hasil uji coba lapangan dan uji coba lapangan secara terbatas, (4) media interaktif dapat diterima oleh publik dan memiliki kelebihan lebih daripada media lama sesuai dengan hasil *acceptance test*.
Kata kunci: media interaktif; pembelajaran menyimak; apresiasi drama; kontekstual

INTRODUCTION

To date, there are still complicated issues in the practice of literature teaching in Indonesian vocational schools. The low participation of students in the learning process affects the student learning outcomes of Indonesian literature. Moreover, literary teaching is seen as small part of Indonesian language teaching. As a consequence of it, teachers of Indonesian language subject are required to be Indonesian language teacher as well as Indonesian literary teacher. In this situation, the teachers tend not to be motivated to escalate literary learning process. Likewise, students on average are not motivated to follow the literary lesson wholeheartedly, in that case the final goals of literary learning that are to enrich students and to make them more responsive and obedient to the moral values of life, are not achieved.

Literary works are created to be appreciated. For this reason, literary learning needs to guide students to appreciate them. The sense of excitement arises from the process of spiritual experience that student feels individually. Students cannot enjoy literary works with other people's thought and feeling. The willingness to appreciate literary works must be inside student. It will happen if students themselves are interested to do it. Thus, the first task of literary teacher is to arouse students' interest in reading and appreciating literary works. Their interests will arise if they experience the enjoyment while reading literary works and it is done gradually.

Listening is one of processes in language skills. As a process, it begins with the activity of listening to the sound of language directly or indirectly. The sound of language that is heard by the ears is identified and grouped into syllables, words, phrases, clauses, sentences, and discourse. Pause and intonation are also noticed by listeners. The received sound of language is then interpreted its meaning and judged its truth so that it can be decided whether or not to accept it. In other words, listening is a process that includes listening to language, identifying, interpreting, evaluating, and reacting to the meaning contained in existing oral discourse. This is in line with Tarigan (2008: 31), it is a listening process of oral symbols with attentiveness, understanding, appreciation, and interpretation to acquire information, to capture its content or messages, and to understand the meaning of communication that the speaker has conveyed through utterance or spoken language.

There is listening aspect in learning of literary appreciation. In regards of listening ability, students can give comments and appreciations to literary works. In addition, Arono (2014) states that *the relevance of critical listening with learning listening is to prepare the students in order to be the best solver, make the better decision, and long life education.* However, the reality of the situation is that students' competence in listening Indonesian is still relatively low. The continuity of listening learning as one of learning aspects in literary appreciation, especially in vocational high school, is less successful. This is because the learning only emphasizes students on theoretical understanding not on literary appreciation that should be more appreciative by directly experiencing and animating the learning in a way of pracitice it directly. Furthermore, good listening skill can be used to appreciate a variety of information from various media and also literary works such as prose, poetry, and drama. It has function to add fascinating insights and to increase sensitivity to the beauty of literary works. Following this, listening ability in this study is more focused on students' drama learning.

According to Özbek (2014: 59), *drama has been presented both as an effective and an indispensable tool for education, as well as a great chance to support personal development. It can be used to create a learning environment where, while participants' uniqueness is the main concern, a focus remains on group creation and working cooperatively to discover new things and to create meanings about the world.*

Drama appreciation is a part of literary appreciation which has deeper meaning. It is not merely seen as an activity, but it helps students to be familiar with

literary works so they can have understanding, appreciation, critical thinking, and feeling sensitivity to the literary works (Effendi 2002: 6). The activity of literary appreciation is not just reading activity then adore it, but in later stages it is expected to reach the stage of understanding. Therefore, students can apprehend the values of humanity that author attempts to express through their works. Those values written by author through their works certainly could enrich the reader's insight, affective values, and thinking (Andayani, 2008:39). It is stated By Horatious in Teeuw, 1984: 51) that literary work not only provide entertainment (*dulce*) to the reader, but also provide benefits (*utile*) to the reader. Literary appreciation activity that reach the stage of understanding of literary values is a form of *dulce et utile* (entertaining and useful) for the reader.

A defect of teacher in employing suitable learning model as well as unsuitable learning media that meets material and students characteristics causes the activity in understanding and appreciating literary works to be less successful. Students tend to experience boredom while lisening learning in progress. It should be appreciative but turns out to be theoretical. Besides, the source of failure in language learning is giving more knowledge about language or grammar than learning language skills. Hence, if teacher tends to give more theoretical provision and language knowledge, either it is written or spoken, then the language learning like literary appreciation will not be succeed.

Based on the results of interview and observation with Indonesian language teachers at Vocational High School Muhammadiyah 1 Klaten and State Vocational High School 2 Klaten District, the learning outcome of Indonesian language, especially literary appreciation, has not been achieved well, due to the followings: (1) Discussion method of teaching is still dominant in teaching-learning activity so that it causes boredom between students. (2) Students feel that they are less involved in teaching-learning process because the teacher only emphasizes on language theory. (3) The utilizing of learning media or the frequency of it in learning-teaching process is minimal. Learning media that has been used in literary learning is only in the form of visual media or audio visual. This kind of media is not previously well-designed so that it does not fit the criteria of learning media that should be. (4) Student's activities such as expressing verbally the story of certain folklore or novel which have been read, understanding poetry, reading prose or poetry have not yet showed during teaching-learning process. (5) Teacher assessment only emphasizes on the students' cognitive domain even though an assessment should be integrative. As a matter of fact, three main domains that are cognitive, affective, and psychomotor should be integrated in learning process. To point out some reasons causing the learning outcome of literary appreciation subject has not achieved well due to the application of learning approach that has not paid attention to the characteristics of learning material and students, as well as not optimized the utilizing of learning media in learning-teaching process. In this regard, an interactive and interesting media for learning of literary appreciation is needeed so that students are enthusiastic with Indonesian teaching and learning activities.

On the other hand, the learning of Indonesian language and literature requires pragmatic process rather than theoretical. Learning that is in accordance with the characteristics of Indonesian language is a learning employing contextual approach. Contextual is one of constructivism learning approaches, that is a learning concept helping teacher to relate between learning material with students' real-world, and to encourage students to make connection between their knowledge with their daily lives (Nurhadi in Masnur 2007: 41). The principle of contextual approach contains a concept of interdependence between educators, students, society and environment. In addition, according to Suparman et al (2013), *one of the teachers' roles in contextual teaching and learning is to motivate*

students to learn. For this reason, contextual approach is expected to be employed in media design. Afterwards, with the help of the new learning media can encourage students to share their opinions in solving problems. Contextual approach (*Contextual Teaching and Learning*) or CTL is a learning concept that helps teacher to associate lesson material with the real-world situation of students. It can encourage students to make connection between their knowledge and its application in their life as family member and society. They are expected to able to understand what has been learned as it is closely related to the real life and their personal experience. In employing the contextual learning approach, teacher must hold the following learning principles; (1) Planning a learning in accordance with mental development, (2) Forming interdependent learning groups, (3) Providing an environment that support independent learning, (4) Considering the diversity of student, (5) Considering multiple intelligences of student, (6) Performing questioning, and (7) Applying authentic assessment (Sugiyono, 2008: 28).

Interactive media demands students to practice a skill and receives a feedback. Computer-based media creates a multimedia learning environment characterized by video and computer-based learning. It is a system to present lesson with visual, sound, and video material, controlled by computer so that students not only could hear as well as see images and sounds, but also provide an active response (Smaldino, et all: 2005). Furthermore, there are four steps that need to be considered in the use of learning media, that are preparation before its use, its implementation, evaluation, and follow-up. Meanwhile, Smaldino et al (2005) proposed an ASSURE model in the use of learning media, which is acronym for: *Analyze learner characteristic, State Objective, Select methods, media, materials, Utilize media and materials, Require learner participation,* and *Evaluate.*

Beside the application of suitable learning approach, one of components that must attact to the learning process is learning media. Interactive media employs

contextual approach that is expected to be an effective and efficient learning package of literary appreciation. It is a learning resource for students, and this media is expected to motivate them being actively participated in teaching-learning process. This hope is also based on the result of study conducted by Leow and Neo (2014) who have examined the utilizing of interactive media in learning activities conducted at Malaysian University. Their research results conclude that students show positive attitude change as they become more active and motivated in the learning process. Other study has also been conducted by Akerele and Afolabi (2012) who discuss the impact of using instructional material such as video in the learning process among students majoring history in one of the academies in Ondo. The use of learning media such as video can help students to recognize problem and also to provide them the solution. Thus, it can be discussion material between classmates and teachers. Meanwhile, the interactive media that was developed in this study is an interactive CD which contains drama and interactive quiz complemented by a manual usage module.

Interactive media that will be presented in this study is developed employing a contextual approach of a folklore, namely the history of Sunan Kyai Ageng Gribig (Shaykh Maulana Maghribi). The selection of folklore is oriented to the formation of character education rooted in local culture. One of backgrounds in selecting the folklore is that there is annual cultural event held in Klaten relating to this folklore. In Jatinom, one of subdistrics in Klaten, has a cultural event to spread thousands of *apem* (the traditional Javanese cake eaten on special celebration) that are contested by hundreds of people and it is held regularly every month of Safar. This annual event has a philosophy of mutual cooperation, togetherness, mutual respect, understanding the meaning of struggle and forming noble deeds. The developed interactive CD is expected to be a a good learning resource as it is closer to students so that they more easily and quicly

understand the existing situations and conditions. The closer the source of learning with students, the easier it is for them to understand it in case they are motivated to think critically and to find solutions of various problems.

METHOD

This study is a type of development research. The research method is based on the procedures proposed by Sugiyono (2008: 408-427) and Borg and Gall (2003: 569), as follow; 1) research and information collecting, 2) planning, 3) developing initial form of product, 4) initial field trial, 5) major product revision, 6) after field trial, 7) operational product revision, 8) operational field trial, 9) final product revision, and 10) dissemination and implementation. The procedure was modified by Nurkamto into four stages; 1) preliminary research and needs analysis, 2) arrangement of model prototypes and development, 3) limited and field trials and effectiveness test, 4). Acceptance test.

The products of learning media consists of two interactive videos entitled *Matahari Surau Jatinom* and *Jalan Dakwah Kyai Ageng Gribig*. Both are presented in folk drama show. The arrangement of the learning media is based on needs analysis of teachers and students, through a systematic process of field trials, carefully observed, evaluated, discussed with stakeholders, revised until the final product that are learning media in the form of interactive CDs is effective to be used. The learning media is interactive, educative, specific, effective, and qualified, as well as fit for the applicable curriculum.

The research stages are: (1) Focus Group Discussion that is held at the beginning of the study is used to ask opinions and responses from prospective users of learning media model. It is conducted by interviewing the informants about the trial plan. It also has function to receive the results of limited trials as well as to strengthen the use of learning media. (2) Qualitative method is used for Test I (limited trial) and Test II (field trial) to

develope prototype into learning model with the use of interactive media employing contextual approach. (3) Quantitative method is used for experiment in testing the effectiveness of learning model using interactive media that employs contextual approach (next wil be called as *new learning model*) then the new learning model will be compared to the learning media used by the teacher (next will be called as *old learning media*). (4) Acceptance Test is used to test the utilization of new learning media.

The subjects of this study were students and teachers. Trial tests were carried out at Vocational High School Muhammadiyah 1 in Klaten. Field trials were carried out at State Vocational High School 1 Surakarta District and State Vocational High School 2 Surakarta District. The effectiveness test uses subjects that are considered as control classes which are State Vocational High School 2 Klaten District and Vocational High School Muhammadiyah 1 Sukoharjo District, while the experimental class uses State Vocational High School 1 Mojosongo District and State Vocational High School 2 Karanganyar District.

RESULTS AND DISCUSSION

The research findings that are obtained by conducting all stages are described in four aspects as follows; (1) the findings of exploratory study about the need of interactive learning media development for teachers and students for literary appreciation subject, (2) the development of media prototype into interactive contextual-based learning media literary appreciation subject for vocational high schools in Central Java, (3) the testing of its effectiveness in applying interactive contextual-based learning media literary appreciation subject for vocational high schools in Central Java, and (4) the testing of its acceptance of interactive contextual-based learning media based on stakeholder responses.

First, the findings on an exploratory study consisting of literature studies and field studies obtained three main findings, as

follows: (1) the problems and needs of teachers as well as students related to the improvement of listening learning for literary appreciation subject especially in vocational schools, (2) the attempts conducted on the implementation plan of listening learning for literary appreciation subject in vocational high schools to overcome the problems in accordance with the needs of teachers and students, and (3) the prototype of interactive contextual-based learning media for literary appreciation subject that can be developed in vocational high schools.

Based on findings from interview with teachers and observation in classrooms, problems faced by teachers in learning of literary appreciation in vocational high schools are; (1) the arrangement of learning media in accordance with basic competencies that must be mastered by students, and (2) the application of learning media that is fit lesson plan. Meanwhile, the students' problems found in this study based on an analysis of student questionnaires and interview, are: (1) the learning of literary appreciation that is difficult to be understood by students, and (2) the learning of literary appreciation that is not interested students or they bored to follow the lesson which tends to be monotonous.

In regard with attempts conducted by the teachers to overcome the problems, they have created fun and effective learning environment, especially for the subject of literary appreciation. Informants or students have stated that they are pleased if teacher gave them a short film or funny video but contained wisdom, then students were asked to listen and to give feedback. In that way teacher creates a sense of pleasure for students to learn literary works.

Based on the findings on the exploratory study in initial phase of the development of interactive learning media for listening learning of literary appreciation subject in vocational high schools, then the initial media design is proposed, namely interactive contextual-based learning media. Still, referring to the findings of problem identification and the need of teachers and students, the initial media which is developed consists of; (1) content-design of interactive media prototype, (2) interactive contextual-based learning media with folk drama show, (3) prototype of learning scenario using interactive contextual-based learning media for listening learning of literary appreciation subject, (4) prototype of evaluation model in using interactive media for listening learning of literary appreciation subject.

The arrangement of this prototype refers to the standards of literary basic competence that has been written in Indonesian language syllabus for vocational high schools. Considering the syllabus reference, there is a main subject about language arts in Indonesian language and texts in listening learning, and students are expected be able to give appreciation to literary works. This interactive media is designed and adapted to the need of teachers and students.

Considering the evaluation of stakeholders who are teachers of vocational high schools in the workshop activity, it is concluded that the initial prototype of interactive learning media is considered to improve. Various opinions from the informants about the prototype have been stated and concluded that it has some shortcomings, as follows: (1) the media's duration which is not in accordance with the time given for Indonesian language lesson, (2) the initial media which tends to be boring for students, (3) visual images which are shown does not depict the real life, (4) lack of drama performances, (5) no characters who presented the scenes, (6) the media only in the form of narratives and text writing, (7) the given media which could not improve student's learning motivation, and (8) the given media which has not motivated students to be involved auditively. As there are eight shotcomings of the early media, it is revised in order to be new learning media that can be utilized by teachers and students. The revision is to present a learning media by creating a drama show with real characters who play a role in the story, real-life setting, and clear storyline,

and this is well-packaged and interesting. The revised prototype is later developed into contextual-based learning media.

Second, the findings on the development of prototype model into contextual-based learning media in vocational high school for literary appreciation subject, are described based on three points, that are: (1) the findings on the development of prototype model based on expert judgement, (2) the findings on the development and improvement of prototype model based on limited trials, and (3)) the findings on the development and improvement of prototype model based on field trials.

Based on the evaluation of two experts is cocluded that the revised learning media prototype is adequate and appropriate to be tested to the students in learning process. Furthermore, limited trials are carried out on two classes at Vocational High School Muhammadiyah 1 in Klaten district. The aim is to practice the learning with the help of prototype media. Based on the observation of the teaching and learning process in the first limited trial, is obtained an overview of students' motivation and activities during the teaching and learning activities take place, as follows: (1) some students are actively listening when the drama is presented, (2) students respond to questions from the teacher related to their impressions of the drama show, (3) students scramble to answer for teacher's questions regarding the intrinsic and extrinsic elements of the drama presented. In the second trial, the learning is arranged to fix the shortcomings that had been found in procedures of the first trial. The arranged activities are actually the same as the procedures of the first trial, but it is with some improvements. From the findings of this improvement, the teacher agreed that the use of contextual-based interactive media does not only rely on the media, but the teacher also actively participates in it.

After a primary trial on a small scale has been conducted, next it is trial for revised product to a wider subject. This step is to test the product. The finding is used to determine the significance of students' improvement on their literary competence after the implementation of listening learning with interactive media has been conducted. The significance is based on the results of the pretest and posttest scores. The comparison result between listening learning with interactive media and without it, is analyzed using *quasi experimental* method. Data on the significance of students' improvement on their literary competence after applying the interactive media is collected based on an assessment of listening aspect. The result of field test indicate that there is a significance of students' improvement on listening skill after learning with the interactive media.

Third, an effectiveness test was conducted at two vocational high schools in Central Java. There are two schools as control with conventional learning (without media) and two schools as experiments. The control schools are State Vocational High School 2 Klaten District dan Vocational High School Muhammadiyah 1 Sukoharjo District. The experiment schools are adalah State Vocational High School 2 Karanganyar District dan State Vocational High School 1 Mojosongo District. Learning activity in experiment classes uses contextual-based learning media while control classes uses conventional learning.

Based on the result of statistical analysis with t-test, the means of posttest and pretest in control classes and experimental classes indicate that students who learn literary appreciation with the use of contextual-based interactive media have higher score than the control classes whose learning does not use interactive media. It shows that the interactive media that has been designed and adapted to learning needs can improve students' listening skill to drama learning. The following table differs the average values of the experimental and control classes:

Table 1. Inferential statistics comparing the mean scores of two groups on the pretest and postest regarding listening skill

Model of Listening Learning	F	Mean Pretest	Mean Postest	Df	Sig
Free Variable: Listening Skill					
Experiment (with interactive contextual-based media)	60	70,72	85,42	14,70	9,41%
Control (conventional)	60	70,87	79,28	8,41	5,60%

Based on the table above, the difference between two groups in terms of their overall performance on the pretest and postest is clearly seen in the figure below.
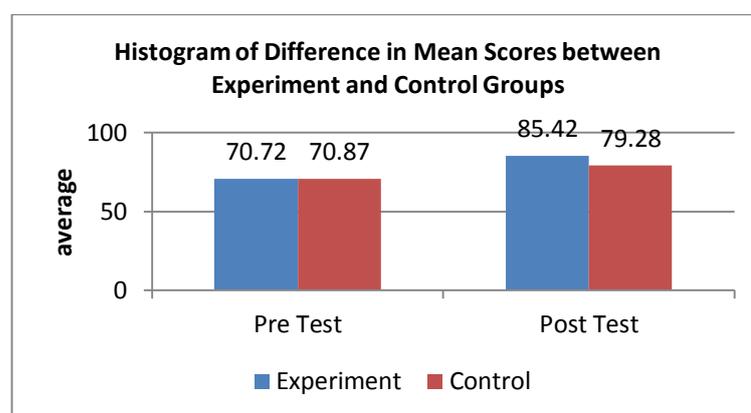

Figure 1. Histogram of Difference in Mean Values between Experiment and Control Classes Regarding Listening Skill

The table and figure above clearly indicates that the mean scores between the experimental group and control group is no major difference, which 70,87 for control group and 70, 72 for experimental group. The difference which is 0,15 indicates that listening skill of both groups before perfomance is not statistically significant.

Post-test results after the treatment show an increase in the average score. The control group is 79.28 and the experimental group is 85.42. The increase of mean score for control group is 5,60% and for experimental group is 9,41%. The data indicates that the mean score of the experimental group higher than that of the control group.

Based on data analysis with an independent sample t test, the pretest results show no difference between the experimental and control groups. Meanwhile, there is difference in terms of their overall performance after the treatment.

The listening skill of experimental group at the pretest was equivalent than of the control group. It gets better after the treatment with new contextual-based learning model. This result shows that the treatment given to the experimental group is effective.

The students' performance further supports their achievement to get the completeness of learning. As students are actively involved physically, emotionally and mentally, they have better understanding of the subject being studied. It is affected on the mastery of the concept which is shown by the students' learning outcome. As Lie (2010) stated that learning media is used to stimulate students' thoughts, attention, feelings and willingness so that they can be engaged in the learning process.

Fourth, the media that has been designed and applied in learning then is tested for its acceptance in small classes. The instrument used to determine the acceptance of this media is with triangulation method, namely questionnaires, observations and interviews.

Three criteria are measured to determine the feasibility of the designed media. Those are content and purpose quality, instructional quality, and technical quality. The following table presents the results of the assessment of students as respondent on the criteria for interactive media.

Tabel 2. Students' Assessment Results on The Interactive Media

No.	Criteria of Media	Means (%)
1	Content and Purpose Quality	74,6
2	Instructional Quality	74,2
3	Technical Quality	74,2
Means		74,33

Based on the table above, the students' assessment on the interactive media can be illustrated in the diagram below.
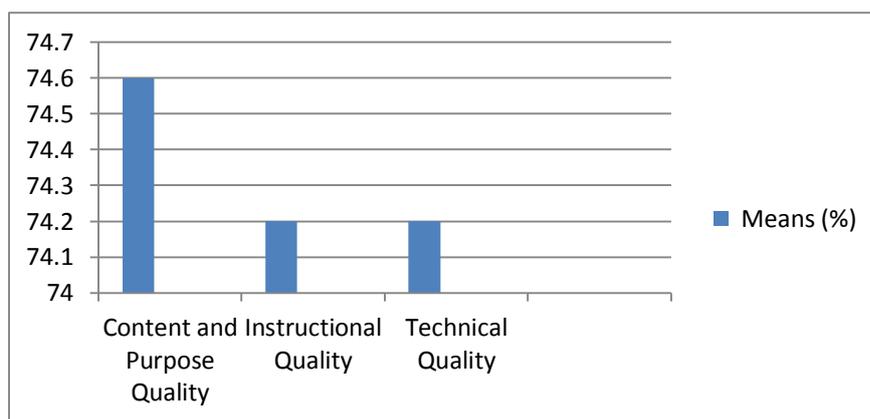

Figure 2. Histogram of Students' Assessment Regarding Interactive Media

The following table presents the results of the assessment of teachers as respondent on the criteria for interactive media.

Table 3. Teachers' Assessment Results on Interactive Media

No.	Criteria of Media	Means (%)
1.	Content and Purpose Quality	74,5
2	Instructional Quality	73,1
3	Technical Quality	74,2
Means		73,92

Based on the table above, the teachers' assessment on the interactive media can be illustrated in the diagram below.
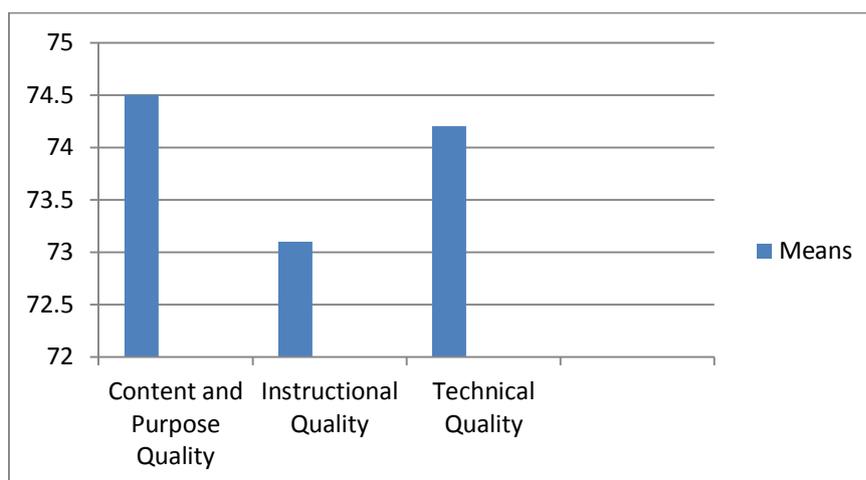
Figure 3. Histogram of Teachers' Assessment Regarding Interactive Media

In line with study findings, the interactive media has positive influence on learning. It is proved by the results of the effectiveness test using the t test. Interactive media can be used as an alternative in optimizing the learning process, because of some characteristics, as follows: 1) carryable, 2) interesting for learning process, 3) efficient to be fix at any time. By utilizing technology, it is expected that learning will be more enjoyable and fun with the visualization of teaching material. It is more interactive as it allows two way traffic in the learning process.

CONCLUSION
Based on the data analysis and discussion above can be concluded that: (1) there is a need of interactive media as learning media in literary appreciation subject, especially for listening skill according to teachers and students of vocational high schools in Central Java. Hence, an interesting and interactive media has been designed as an attempt to fulfill it. The media is expected to encourage student to be active learner and to facilitate them in learning of literary appreciation. Therefore, the initial media design was proposed, namely the prototype of contextual-based interactive learning media; (2) the arrangement of initial prototype learning media in accordance with: (1) Content and purpose quality relating to accuracy, importance, completeness, balance, interest or attention, suitability with the student's situation; (2) Instructional quality relating to the provision of learning opportunity and media for students, quality of motivating, instructional flexibility, connection with other learning program, (3) Technical quality relating to legibility, quality of visualization, quality of response handling, quality of program management and quality of documentation; (3) the development of prototype was carried out with expert validation, revised for the limited trial. The results of the limited trial were consulted with experts to improve prototypes for field trials. The results of the field trial is that the mean of pretest score is 71,45 and posttest is 79,14. It indicates that the learning with the developed media can improve listening skill; (4) the effectiveness test that was carried out in accordance with the experimental procedures shows that interactive learning media has more advantages than that of old learning media. The result of effectiveness test shows that mean score between control group and experimental group are equivalent. The control group is 70.87 and experimental group is 70.72. After performing different treatments, the mean score of posttest for control group is 79,28 and that for experimental group is 85.42; (5) the acceptance test was conducted to find out the user responses on the new learning media that has been developed and

experimented. Based on the responses (15 respondents) obtained the mean scores of 3 components in learning media assessment is 73.92%, then the interactive media is considered acceptable.

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