

## **Multimedia Elements in the Delivery of Traditional Prose of 'Asal Padi' among Adolescents**

**Maslinda Binti Zakaria**

Ministry of Education Malaysia  
Email: ososource@gmail.com

**Roslina Abu Bakar, PhD**

Malay Language Department, Faculty of Modern Language and Communication,  
Universiti Putra Malaysia, Serdang, 43400 Selangor, Malaysia  
Email: lynabubakar@upm.edu.my

**Seng Tong Chong, PhD**

Department of Social Sciences and Humanities, College of Energy Economic and Social  
Sciences, Universiti Tenaga Nasional  
Email: stchong@uniten.edu.my

**Arba'ie bin Sujud, PhD**

Malay Language Department, Faculty of Modern Language and Communication, Universiti  
Putra Malaysia, Serdang, 43400 Selangor, Malaysia  
Email: arbaie@upm.edu.my

**Ahmad Zufrie bin Abd. Rahman**

Majlis Peperiksaan Malaysia  
Email: Ahmadrahmanmpm83@gmail.com

**Rozaiman bin Makmun, PhD**

Malay Language and Literacy Academic Group, Sultan Hassanah Bolkuah Institute of  
Education, Universiti Brunei Darussalam, Gadong, BE1410, Brunei Darussalam  
Email: rozaiman.makmun@ubd.edu.bn

**Kasmaizun Enuni Binti Mohd Sarji**

Sekolah Rendah Islam Al-amin, Cheras Selatan  
Email: kasmaizunenuni90@gmail.com

**Abstract**

This study aims to look at the relationship of multimedia with folk literature. The objective of this study is to identify the multimedia features and their relationship with literary elements in the traditional prose of *Asal Padi* and to classify the multimedia features and literary features in the traditional prose of *Asal Padi*. Teenagers are now seen to be less interested in folk literature and even find it difficult to understand the content of the work. According to Nur Aisyah (2012), adolescents often describe literary material as a burden because the text and contexts are difficult to understand. Due to these factors, the study was conducted to identify multimedia features and their relationship with literary elements in the traditional prose of *Asal Padi* yet classify the multimedia features and literary elements in the traditional prose of *Asal Padi*. This study was conducted by using the 'KOMSAS' courseware which contains the literary text of *Asal Padi* to be shown to early adolescents. This study incorporates Gagne (1975) Information Processing Theory. As a result, this study proved that combining multimedia elements and folk literature is the best method for adolescents to better understand traditional prose while producing a more positive appreciation effect.

**Keywords:** Multimedia Element, Courseware, Malay Folklore, Dominant Element, Appreciation Effect

**Introduction**

The main purpose of the use of multimedia in the traditional prose of '*Asal Padi*' is as a communication tool that can stimulate the various senses of adolescents. Feldman (1996), concurs that multimedia encompasses various media such as text, graphics, animation, images, voice and video. Halimah (1996) defines multimedia as the integration between various media: text, images, numeric, graphics, video, animation and voice in a digital environment, in order to have interactivity capabilities.

The combination of multimedia elements and folk literature is seen as one of the best methods for teenagers to better understand the traditional prose of '*Asal Padi*' and show a more positive effect of appreciation. If seen today, multimedia technology that integrates text, graphics, animation, audio and video in one courseware presentation is able to have a huge impact in the field of communication and education. According to Zamri & Mohamed (2008), multimedia is able to convey information quickly, accurately and can be an attraction to create a learning environment that is enjoyable for teenagers.

This study has examined the traditional prose courseware of '*Asal Padi*' from various angles such as its multimedia features such as audio, text, graphics and animation while the literary features studied are character and characterization, setting, language style and plot construction. The process of merging between literary and multimedia works is in line with the development of the world of education today. The implementation of this method on teenagers who are less interested in literary works will definitely have a more positive impact on them and will not burden them to understand literary works as a creative product when combined together with multimedia.

According to Mohamad (2013), literary works such as novels, short stories, and poetry is a product of the creative industry when transferred into the form of multimedia. Misran (2006), on the other hand, explains the development from the perspective of literary knowledge as

something that leads to the development of a spiritual nature. According to him, literary works can develop the thinking, humanity and linguistics of an individual. Digital storytelling of literary works is seen to provide motivation, increased understanding and interest. Therefore, this study will show the effect of appreciation based on behavioural thinking and adolescents' interest in the literary work of 'Asal Padi'.

### **Problem Statement**

The phenomenon of presenting literary works that use multimedia elements is growing rapidly in this era. However, the rapid development of modern technology has indirectly sideline Malay folklore. It is also triggered by the opinions of scholars who put forward various opinions. This is said so because there are opinions that state that the delivery of prose presented to the audience in multimedia will cause its aesthetic value is not original. This is in line with Sohaimi (2010) opinion who stated that the question of the quality of electronic literature is often considered substandard. In other words, he assumes that literature loses aesthetic value and no identity values when applied in digital form.

However, teenagers are now more interested in folk literature through multimedia. This is because in this modern age, teenagers are more exposed to multimedia technology courseware. Multimedia software is a new alternative towards diversifying teaching media as well as providing exposure to adolescents about the sophistication of today's multimedia systems (Ismail, 2010). The effective and efficient application of multimedia technology can motivate students to continue exploring the content of a literary work.

According to Nur (2012), literary material is often considered a burden to students because of its difficult to understand text and context. Pupils are less interested in reading and delving into the content of literary texts because they do not understand the meaning to be conveyed in the works. In addition, conventional teaching methods used such as storytelling and lecture methods increase misunderstanding. This is in line with the opinion of Abdul (2011) who stated that most adolescents are said to be less interested in literary materials because they think that literature has no importance to them. Ibrahim (2015) stated that adolescents do not understand the meaning to be conveyed in literary works. This causes teenagers to not want to read any literary material because they do not understand the storyline or the meaning they want to convey. His opinion is also agreed by Adam (2003) who found that adolescents have a carefree perception and always assume that literary materials are a light and trivial work.

Tengku (2017), stated that lately, the field of literature seems to be marginalized and less response from teenagers. This is partly due to the development of science and technology that affects various fields of knowledge. So, a change needs to be made to ensure that this folk literature continues to be a food of knowledge for teenagers. Hence, it is all depend from the opinion of scholars. According to Ismail (2010) and Tengku (2017), this study was conducted to identify multimedia features and their relationship with literary elements in 'Asal Padi' traditional prose and classified multimedia features and literary elements in 'Asal Padi' traditional prose.

This is probably due to the rather boring way of presenting folk literature to teenagers. According to Jeniri (2007), the pattern of presentation of literary works that is conventional, one-way pattern is one of the contributors to the weakness of adolescents to master folk literature. At the end of the study, researchers can prove that the delivery of folklore through the use of multimedia can stimulate adolescents' interest in literary works. In addition, this

study can also identify the dominant multimedia elements as a factor of literary works of interest by adolescents through multimedia medium.

In addition, the factor of literary works that use the classical language barrel is very unpopular with readers, especially teenagers, because the language's style is difficult to understand. This opinion is supported by Syahida (2015) who stated that literature lessons in schools are among the subjects that are less popular and cause boredom and is not something unusual. Therefore, this study will prove that the use of multimedia in prose 'Asal Padi' as a medium for the delivery of folk literature is able to attract adolescents' interest in folk literature stories.

This study aims to examine the relationship multimedia elements in the presentation of folk literature Malay 'Asal Padi'. The multimedia features applied in the presentation of traditional prose will show a combination of multimedia features such as graphics, text, animation and audio with literary elements found in the prose of 'Asal Padi'. According to Rozinah (2005), adolescents' understanding of literary works can be improved with multimedia methods. In fact, adolescents are able to understand literary works more easily when multimedia technology is used in literary presentation. As such, this study was conducted with the aim of looking at the relationship and effectiveness of the multimedia features used in the delivery of traditional prose 'Asal Padi'.

### **Research Objective**

This study will address three objectives, which are:

- Identify the features of multimedia and their relationship with literary elements in the traditional prose of 'Asal Padi',
- Classify multimedia features and literary elements in traditional prose 'Asal Padi'

This study applies Gagne (1975) Information Processing Theory. Robert M. Gagne in his book *Essentials of Learning for Instruction* (1975) put forward a theory of how humans acquire information in a learning process. According to his theory, stimuli from the external environment will be received in the nervous system through the human senses. This information will be interpreted in the memory store, then sent to the long-term memory store and finally to the response trigger through the nervous system.

According to Gagne, experiences stored in long-term memory stores are important for humans to associate with new experiences in order to facilitate the learning process. Gagne identifies and suggests eight common phases experienced by humans in a learning, namely the motivation phase, the comprehension phase, the storage phase, the retention phase, the recall phase, the generalization phase, the performance phase and the feedback phase. However, in this study, the researcher used only a few phases based on the Information Processing Model presented by Gagne 1975, namely Motivation Phase, Response Phase, Storage Phase, Recall Phase, Performance Phase and Phase.

### **Research Analysis**

Interactive multimedia aims to create interaction between users and computers by bringing interesting features to a courseware. According to Munir (2015: 110), interactive multimedia is multimedia that is made with an appearance that fulfils the function to convey information and have interactivity to its users. Therefore, through this 'Asal Padi' prose courseware, there are multimedia features such as graphics, text, animation and audio.

### Characteristics of Multimedia

Multimedia characteristics such as graphics, text, animation and audio give many variations to literary works due to developments in multimedia technology that open up greater opportunities in changing the way of learning, obtaining information and applying information in knowledge. According to Zainiyati (2017), multimedia in the learning process is the use of various types of media together such as text, video, pictures and others to achieve the objectives and the learning outcomes. In addition, this multimedia application is also capable of encouraging adolescents to think critically, solve problems and be motivated in learning. According to Buckley & Smith (2008), the use of multimedia simulations in the learning process can improve the skills of adolescents to solve a problem. This study will look at multimedia elements such as text, graphics, audio, and animation in the literary work of 'Asal Padi'. Each of these elements has its own role in creating an interesting presentation of information in the multimedia courseware 'Asal Padi'.

### Text in the Code Retention Phase

Text is the easiest form of multimedia data to store and handle. The text serves to give meaning to the story. Next, text is also said to be the key to communication of ideas. Text includes various types namely printed text, scanned text, electronic text and hypertext. Text is also assisted by several components such as text layout, type and font to convey a meaning or information related to the theme of the media application. According to Gagne Information Processing Theory (1975), the use of text can enable adolescents to record important contents as a result of their observation and understanding of the work of 'Asal Padi'. The following is as the following passage:

Example of the dialogue:

Si Bongsu merapati mereka lalu bertanya  
"Bolehkah hamba ikut kalian pulang?"  
"Boleh apa salahnya jika itu sudah kemahuan tuan hamba", jawab ketujuh-tujuh orang wanita kayangan tersebut.

(*Asal Padi*: 2)

Based on the dialogue text above, it can be related to the Code Retention Phase in Gagne (1975) Information Processing Theory in which adolescents can focus their observations on the text display with appropriate and relevant stimuli. Through this phase, teenagers will be able to understand the dialogue spoken by the character of 'Si Bongsu' and the character of the fairy tale woman. Clearly showing the Code Retention Phase serves to show how adolescents store data in the senses of long-term memory through the display of text in this traditional prose.

In addition, through the traditional prose of 'Asal Padi', the text is also used for the delivery of the storyline according to the plot construction starting from the exposition, rising action, climax, falling action and denouement. According to Stanton (2007), the form of a literary work consists of the facts of the story and the means of literary literacy devices. The facts of the story consist of several narrative elements, namely the plot, theme, characters and setting. Plot construction means a series of stories that begin with the opening of the story and end with the closing of the story. According to Stanton (1965), a plot is a story that contains a sequence of events, yet each event is only connected in a causal way as a result of one event caused and causes another event to occur.

Example of Plot Construction:

### Exposition

According to Siti (2011), the exposition stage presents the background information to enable the reader to understand the story in an orderly manner. Among the information is regarding the protagonist and antagonist characters, the basis of the conflict, the background of the story, events, flashback and so on. Author present such information through dialogue, portrayal, flashbacks or live descriptions. The onset is usually a current event and over a short period of time. This section usually ends with a stimulating incident, like there is one incident in the action of the story that is not told in this section. Such stimuli are used as motivation to the reader to follow the next action or event or referred to as development. Through this work, the story begins with the author telling the family of 'Si Bongsu' who lives happily with his brother, father and mother. Like the example:



Figure 1: Exposition plot in multimedia courseware of 'Asal Padi'

### Rising Action

According to Siti (2011), the rising action stage is something that happens before it reaches complexity. The development is deliberately created by the author with the aim of arousing the reader's excitement before heading to the stage of complexity. At the developmental stage, conflicts in the work will occur. Later, events develop to the middle stage of the story which is complexity. Through this work, the development of the story takes place when Si Bongsu's father and mother die. The bad guys take all their property except a pond dug by his father. The youngest who met the seven heavenly women had followed them to heaven. In heaven, 'Si Bongsu' meets a paddy that is thought to be gold. After being able to feel the rice given by the heavenly people, 'Si Bongsu' was determined to steal the rice seed and bring it back to earth. Like the example:



Figure 2: Rising action plot in multimedia courseware of 'Asal Padi'

### Complexity / Conflict

Siti (2011) states that at the level of complexity, the basic conflict that occurs at the beginning becomes more complex because it is related to subsequent conflicts. These include the various obstacles that the protagonist has to face and the events that disappoint him to achieve the desired goal. The subsequent conflict also typically involves the antagonist character trying to block and oppose the protagonist character.

Based on this work, a conflict occurs when Si Bongsu steals a rice seed by putting it in his mouth. It is unfortunate for Si Bongsu when his actions are realized and he is arrested by a fairy. The youngest was beaten and knocked to the floor, causing his heel to be injured due to hitting the sharp corner of the rainbow stairs. (Page 19, slide 18). Like the example:



Figure 3: Complexity / conflict stage in the multimedia courseware of 'Asal Padi'

### Climax

According to Siti (2011), the climax is the highest level for the reader to experience moments of suspense and anxiety. Climax refers to the peak point that marks a change or transition from good to bad or vice versa, which is closely related to the protagonist's character. The climax is a critical moment for the main character, for example if the story is in the form of a tragedy, the climax of the story may be the worst event faced by the protagonist. In a climax,

there is a possibility of an anti-climax event, like something that is described as very difficult to do, but can be resolved in a very simple way.

The climax of the story of the Origin of Paddy occurs when Si Bongsu manages to smuggle out paddy seeds by inserting them into the hole of his heel wound. He then asked permission to return to earth and allowed the fairy people to examine his body. Si Bongsu's actions caused the fairy people not to suspect him. Therefore, Si Bongsu managed to get the rice seeds.

Example:



Figure 4: Climax plot in multimedia courseware of 'Asal Padi'



Figure 5: Climax plot in multimedia courseware of 'Asal Padi'

### Falling Action

According to Siti (2011), at the falling action stage, the conflict between the protagonist character and the antagonist character finds its solution. In falling action stage, usually the protagonist character succeeds in achieving his goal and there is also the possibility of the protagonist character being defeated by the antagonist character. In the falling action stage also, the state of excitement, anxiety and tension among the readers comes to an end.

This is proven in this work when Si Tekuri is opposed to Si Burung Pipit who has lied to his master by saying that no rice is planted on earth. As a result, Si Burung Pipit's cache is turned to his neck. Example:





Figure 6: Falling action plot in multimedia courseware of 'Asal Padi'



Figure 7: Falling action plot in multimedia courseware of 'Asal Padi'

Based on the story plot construction above, teenagers will be shown with a text display through the plot construction that begins with the beginning of the story, development, conflict, climax and resolution that explains the storyline of the literary work 'Asal Padi'. This is in line with Gagne Information Processing Theory (1975) that is in the Code Storage Phase where adolescents will be able to record ideas from the text displayed on the multimedia courseware by observation and can remember the plot structure of the story. According to Noreliana (2012) study, each individual processes information in a different way. Therefore, this diversity in thinking will influence adolescents to act on the courseware material.

Whereas Woolfolk (1998) states that information processing means human mental activities related to receiving information, storing and reproducing it for use. Therefore, information processing occurs in every individual whether mentally strong or clinically weak. Although there are adolescents who are clinically weak IQ and mental but that does not mean they cannot process information. This can be diversified with the use of multimedia usage methods that help adolescents to easily receive information and process it clearly.

Finally, the use of language style is also displayed through the use of text so that adolescents better understand the content of the story with the use of literary language. According to Nik (2005), in general, the language style in creative and non -creative writing can be grouped

into five types, namely the language style of comparison, contradiction, repetition, linking and annihilation.

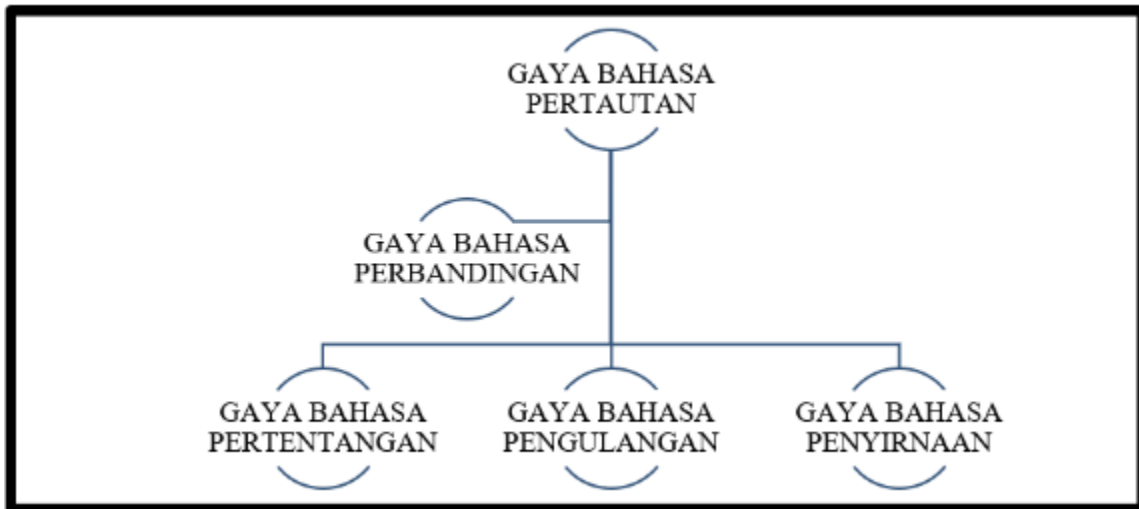


Figure 8: Types of Language Styles

In the prose of Asal Padi, the characters use simile, hyperbolic and inversion language styles. The use of comparative language style in this study refers to the use of simile. Simile, which is a parable that clearly expresses a comparison or something that is considered similar by using words such as "bak", "laksana", "seperti", "umpama", "penaka", "ibarat", "macam", "bagai", and "serupa." According to Keraf (2000) what is meant by an explicit comparison is that it directly states that something is the same as something else.

The following are some examples of simile language styles found in the literature text  
 “kakinya kerekot, jari-jarinya tumbuh melekat satu sama lain seperti kaki itik

(Asal Padi : 19)

In addition, this prose also uses the style of contradictory language which refers to the style of hyperbole and inversion language. A hyperbolic style of language is a type of language style that contains statements about something in an exaggerated or extreme even in terms of quantity. According to Ulmann S in his book *Semantics: An Introduction to The Science of Meaning* (1962), hyperbole is one form of meaning change that is often used in fields such as advertising so exaggerated that it sometimes contradicts the original meaning of a word used.  
 Example 1:

“Mereka memiliki kerbau dan binatang ternakan lainnya yang tidak terbilang banyaknya. Harta benda mereka tidak ternilai harganya”

(Asal Padi: 19)

Example 2:

“Rupanya daya hidup padi di kayangan sudah hilang sama sekali”

(Asal Padi: 26)

While the use of the second contradictory language style is the inversion of language. An inversion language style is a type of contradictory language style that focuses on the reversal of words that are different from their usual order or a language style that inverts the structure of a word, phrase, or clause in a sentence. According to Aminuddin (1995), he suggests that

language style is a way used by the author in displaying his ideas in accordance with the purpose and effect to be achieved. The use of this style of inversion language serves to evoke variations or pronunciation of sounds to teenagers so that teenagers do not feel bored with the storyline. Example:

“Akan kukirimkan burung pipit ke bumi “  
(Asal Padi: 27)

The use of this language style uses multimedia text elements contained in the literary work of Asal Padi and through this style of language, teenagers will indirectly be able to identify the types of language styles found in the work of Asal Padi. Mana (2012) gives the view that the perfection and beauty of language in a literary work depends on the way the author presents it. Among them are through word selection, constructing and composing sentences, giving the right meaning and also using language elements that can strengthen and beautify the language. Whereas according to Keris (1988), the style of literary language also not only conveys ideas and information but the presentation of ideas and information evokes a sense of emotion, in addition to stimulating the mind and intellect of the reader. This opinion is appropriately linked to Gagne (1975) Information Processing Theory on Code Retention Phase because adolescents will keep a record of their long-term memory when viewing text displays with various language styles loaded in the courseware and can stimulate their thinking.

### Graphic Images in the Response Phase

According to Abd (2005), graphic means image. Graphics often appear as the background of a text to present a beautiful framework. On the other hand, pictures are often said to be the language of a picture that can explain a thousand words. While Jamalludin & Zaidatun (2003), stated that graphics are information or facts presented to the users either in the form of writing, drawings, sketches or pictures in 2D and 3D. Graphic images consist of various types namely vector images, digital images, hyper images and bitmap images. Hence, appropriateness in image size must be suitable so not to interfere with the text to be conveyed. The fact is as the following graphics:

Example of graphic 1: Character



Figure 8: Characters' graphic

Example of graphic 2: Setting



Figure 9: Graphic of the setting in the traditional prose of Asal Padi

Through this Response Phase, adolescents will focus on the graphics found in the Origin of Paddy courseware. The use of visuals or graphics as the figure shows the main character Si Bongsu and side characters and shows the setting found in the prose. The graphics shown are also colourful and an attraction to teenagers to understand each character and character and setting. According to Murray et al. (2005), creativity -based visuals play a role in stimulating thinking and enhancing the value of individual life. This can be linked to Information Processing Theory (1975) because adolescents will stimulate long -term memory to look at the overall visuals displayed in the Asal Padi courseware. In addition, Stephen & Anthony (2002) also stated that the recipient of the visual message will interpret with its own interpretation. It is also emphasized by Smith et al. (2004) by stating that visuals will carry multiple meanings and cause different levels of response from recipients. Here, teenagers will see the visuals of Si Bongsu's character stealing rice while he is in heaven and set against the backdrop of a place in heaven and the process of storing information about the visual will take place on long-term memory.

#### **Audio And Relationship with Asal Padi Origin**

Audio is said to be a draw catalyst in multimedia presentations because if the display only loads graphics and text only it will not be able to attract one's interest. Audio and visual need each other to bring a story to life. According to Salahudin (1986), audio visual media is an intermediary media or the use of materials and their absorption through sight and hearing so as to form an atmosphere that can make adolescents able to acquire knowledge, skills, or attitudes. While Asyhar (2011) defines that audio visual media is a type of media used in learning activities by involving hearing and sight simultaneously in a process or activity.

Audio also serves to reinforce the message, determine a person's state of mind or feelings and serves to attract the attention or liven up the audience. Audio used in this prose is shown through the use of dialogue and language style that aims to strengthen adolescents' understanding of this prose more clearly through character expression and characterization between Si Bongsu and Orang Kayangan. Through the incident, Orang Kayangan was very angry when Si Bongsu wanted to steal rice to be brought to earth. The angry expression has been translated by the use of the voice of Orang Kayangan who is scolding Si Bongsu. This

shows the relationship between multimedia elements and literary features through the use of audio and visuals in the traditional prose of Asal Padi. Audio examples:



Figure 10: Audio and its relationship with traditional prose of Asal padi

### Animation in Generalization Phase

Animations found on storyboards or storyboards allow the captured image to be modified such as inserting movement into the image. According to Rieber (1989), the presentation of dynamic visual information through animation is also more effective than static graphics. This is because computer animation techniques help build adolescent visualization skills by depicting any form of process of change or movement of objects over time clearly and comprehensively. In addition, according to Jamalludin & Zaidatun (2000), animation refers to the process of adding movement to a static image using various methods. Animation can also be said to be a set of graphics that are displayed rapidly in the form of a series of frames or objects or characters. Therefore, the Asal Padi courseware uses framed animation through plot construction that displays the storyline in chronological order. Teenagers can see framed animations combined with visual and audio media. Through the display of the story will make it easier for teenagers to remember the story. This animation of the Original Paddy story can be linked to the Recalling Phase where it displays visuals and audio slide by slide from the beginning of the story to its resolution. During this phase, adolescents will experience a learning transfer phase or application phase in which they can recall the chronological information of the plot construction of this story in long-term memory store and use it for similar situations.

### Summary

In conclusion, the relationship of literary elements in traditional prose Asal Padi translated in multimedia courseware has various advantages to adolescents as they are easier to understand the content of the work using the learning phase in Gagne (1975) Information Processing Theory. In this phase adolescents have to go through the learning phase process of code storage, perception and generalization which involves short-term and long-term memory storage.

### Theoretical and Contextual Contribution of This Research

This study can classify the features of multimedia and literary elements through the KOMSAS courseware which contains the literary text of Asal Padi which is shown to early adolescents.

The relationship of literary elements in traditional prose Asal Padi translated in multimedia courseware has various advantages to adolescents as they are easier to understand the content of the work using the learning phase in Gagne (1975) Information Processing Theory. As a result, this study can prove that the combination of multimedia elements and folk literature is the best method for adolescents to better understand traditional prose while producing a more positive appreciation effect.

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