

DEVELOPING MACROMEDIA FLASH AS AN ENGLISH TEACHING MEDIA ON SPEAKING NARRATIVE TEXT FOR THE TENTH STUDENTS AT SMA AZIZI MEDAN

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ABSTRACT

The purpose of this research is to establish macromedia Flash as an English teaching medium for tenth grade students at SMA Azizi Medan. This research was carried out in six stages using Research and Development (R&D) design: obtaining data and information, analyzing data, designing media, validating by experts, amending, and delivering the final result. The research focused on SMA Azizi Medan's grade X. The information was acquired by interviewing an English teacher and sending a questionnaire to 30 students to determine their needs. The results of the interview and questionnaire revealed that students require a learning medium for teaching speaking that will assist them in comprehending the narrative text. Experts have supported macromedia flash as a learning media. The average score is 4.55. It means the developed learning media by using macromedia flash is relevant or appropriate and categorized as a very good learning media for students at SMA Azizi Medan.

Keywords : *Research and Development (R&D), Macromedia Flash ,Narrative Text.*

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I. INTRODUCTION

A. The Background of the Study

English is a foreign languages which is as an integral part of the technology utilization. Mastering English is very important to supported the ability in

facing some challenges in the world. Therefore, in increasing the students ability in English, Teachers must understand and be able to use technology in order to assist pupils in dealing with technological advancements. Furthermore, technological advancements in information and multimedia will aid in the development of an effective teaching and learning process. Teachers and lecturers, according to Menristekdikti in relation to the influence of Industrial Revolution 4.0, must be adaptive to the digitization system. The use of digital media is one of the innovations in teaching with the integration of technology information. Digital media can be utilized to assist classroom activities, group assignments, and student-centered learning in general. Furthermore, as educators, teachers should be able to use digital learning resources to assist students in mastering concepts English. There are four skills which must be mastered such as, listening, reading, writing and speaking. Speaking is one of the most important skills to be developed and enhanced as means of effective communication.

II. RESEARCH METHODOLOGY

The research took a place at The study was conducted in SMA Azizi Medan at Jl. Kesatria No.70, Pahlawan Medan, Sumatera Utara. The participants in this study were tenth-grade students. Based on the early findings and the data collected by the research, the class of tenth grade of SMA Azizi Medan consisted of 25 students. The reason why the research chose this school is since the teacher has not used any media in teaching speaking narrative text they just used the white board, the teacher only used conventional method by explained the material of narrative text, give an idea about an event of narrative text and asked students to observe and told.

In conducting the study, the research collected the data through interview and questionnaire result. The lists of interview and questionnaire are attached in appendix. In this case, the researcher was accumulated the data by using qualitative. The qualitative data is accumulated from the questionnaires gotten from the students and interview given to the given to the teacher and some students. Interview was conducted to find out the data and to complete the background of research problem. In addition, interviews was conducted to seek information about the potential and problems to determine what media should be develop to solve the problem. The questionnaire given to media experts and material experts, the questionnaire was distribute the students fill questionnaire to know about the quality and eligibility of learning media. The quetionaire which use to determine the assessment and response about the material and learning media. In this study a questionnaire that used was a multiple choice questionnaire using rating scale. On the research variables, a rating scale is used to examine a person's attitudes, thoughts, and views about a group of people.

III. RESEARCH FINDINGS AND DISCUSSION

A. Research Finding

There were six steps to follow while creating narrative text media, namely :

(1) Gathering Data and Information, (2) Need Analysis, (3) Designing media, (4)

Validating by the experts, (5) Revising, (6) Final Product.

Table 4.1. The Students' Needs

No	Questions	Options	N	F	Percentages
1	Is it important to learn speaking skills in English?	Yes	3	2	86.67%
			0	6	

	Sometimes	3	4	13.33%
	No	3	0	0%
		0	0	
2 Do you need supporting media in • teaching narrative text, especially in speaking skills?	Yes	3	3	100%
	No	3	0	0%
		0	0	
3 In your opinion, does the use of • digital/electronic media in learning speaking narrative text need to be applied?	It is necessary	3	2	70%
		0	1	
	Need	3	9	30%
		0	0	
	No need	3	0	0%
		0	0	
4 Do you know what Macromedia Flash is?	Yes	3	3	10%
		0	0	
	No	3	2	90%
		0	7	

Based on the table 4.1, the researcher could identify that 26 students of SMA Azizi Medan or 86.67% said that speaking skill in learning English is important, and four students or 13.33% said sometimes it is important to learn about speaking skill in English. And 100% students said that that they needed a supporting media in learning English especially in speaking skill. 70% students stated that they really needed a media especially digital media in supporting them in learning speaking narrative text, and 30% said media is needed in learning speaking narrative text. In fact, 90% or 27 students didn't know what is Macromedia flash that would be developed further by the researcher as the media speaking narrative text.

Necessities

No	Questions	Options	N	F	Percentages
1.	English teaching techniques I need:	The teacher only uses the handbook in explaining the material	30	21	70%
		The teacher only uses the handbook in explaining the material	30	2	6.66%
		Discussion	30	6	20%

		Writing without supporting media	30	1	3.34%
2.	What kind of learning media are needed in studying Narrative text?	Print Image	30	5	16.66%
		Audio (voice)	30	0	0%
		Audio Visual (sound & picture)	30	25	83.34%
3.	I think the material in the material should be:	In accordance with competency standards and basic competencies	30	7	23.33%
		The material is authentic (which can be found in everyday life)	30	8	26.64%
		The presentation and explanation of the material is clear	30	15	50%
4	What is your current understanding of narrative text?	Very understand	30	3	10%
		Understand	30	9	30%
		Not really understand	30	13	43.33%
		Do not understand	30	5	16.67%

Based on the table of the necessities of grade X students of SMA Azizi Medan about media that used by the teacher to support their learning, 21 students (70%) stated that they needed a media to explain the material. Two students (6.66%) stated that they needed a media to explain the material and 6 students (20%) stated that they needed discussion, and a student (3.34%) stated other.

5 students (16.66%) needed media print in learning and 25 students (83.34%) needed audio visual in learning narrative text. 7 students (23.33%) stated that the material in the media should be accordance with the standart of competence and basic competence, 8 students (26,64%) stated that material is authentic (which can be found in everyday life), 15 students (50%) stated it presented and explained clearly.

For the understanding of narrative text, 3 students (10%) really understand about the material, 9 students (30%) stated understand about the material, 13 students (43.33%) having less understanding about narrative text and 5 students (16,67%) still did not understand about the material of narrative text.

Lacks

No	Questions	Options	N	F	Percentages
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1.	What difficulties do you get when learning Narrative text?	Determining the right grammar	30	7	23.33%
		Adapting writing to the topic	30	4	13.33%
		Developing ideas	30	9	30%
		Writing without supporting media	30	10	33.34%
2.	For Narrative text assignments, I think it's best to:	Print Image	30	11	36.67%
		Audio (voice)	30	5	16.67%
		Audio Visual (sound & picture)	30	12	40%
3.	Do you find it difficult to find and find ideas/ideas in expressing narrative text?	Very difficult	30	9	30%
		Difficult	30	16	53.33%
		Not hard	30	5	16.67%
4	Is the English learning media used in accordance with the topic being studied (narrative text)?	Very suitable	30	0	0%
		In accordance	30	4	13.33%
		Not suitable	30	16	53.33%
		It is not in accordance with	30	10	33.34%

From the data could identify the lacks of the tenth grade of SMA Azizi Medan about learning media related to learning English. There were 7 students (23.33%) stated that they faced hard situation in determining to connect the right English grammar. There were 4 students (13.33%) stated that they did not understand to connect the content with topic, 9 students (30%) stated that they had problem in developing their idea, and 10 students (33.44%) stated that they could not write without the appropriate media. For the speaking skills, the lacks faced by the students, as many as 12 students (40%) stated that they needed to be given the audio visual for the text that they wanted to speak, 5 students (16.67%) stated that they needed to be given audio related to the text, and 11 students (36.67%) stated that they needed to be given image print for the text. And for the learning media used, 4 students (13.33%) agreed the media being used is appropriate with the topics, 16 students (53.33%) stated the media being used is less appropriate with the topics, and 10 students (33.34%) agreed the media being used is not appropriate with the topics in narrative text.

No	Criteria	The number of criteria	Maximum score	Score
1	Linguistics	7	35	31
2	Process	7	35	32
3	Product and Content	6	30	24
4	Layout	5	25	22
Total		25	125	109

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1	Linguistics	7	35	31
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3	Product and Content	6	30	25
4	Layout	5	25	23
Total		25	125	113

The table above shows the average score of the validation from the validators (lecturer and teacher). They validated the media based on the four aspects. The materials were appropriate to be used by the tenth grade students of SMA Azizi Medan.

B. Discussion

The used of media is needed to support the process teaching. students used to convey messages in order to build their motivation to learn. It has similarities theory from Cecep Kustandi and Bambang Sutjipto (2013: 7) stated that the notion of media in the process teaching and learning tends to be interpreted as graphic tools, photographic, or electronic to capture, process, and rearranging visual and verbal

information. If that media bring instructional or informational messages or contain teaching purposes, then the media called teaching media. The teacher's media consists of printed materials, with no other forms of assistance. The result of the study is to develop a learning media and to find out the needs for the tenth students. The researcher developed the learning media because the media is less appropriate for the tenth grade students of SMA Azizi Medan. The media contains of main competence and basic competence as the basic and are believed to be able to be ease the students in ability in speaking narrative text. As a teacher must used a media which relates to era development in order the students also know what era nowadays. Not only that, but the students also will be used to face era development such as Industrial Revolution 4.0. by using media which is appropriate with the students' development, will increased the motivation and ability of students in mastering speaking narrative text. Arsyad (2002:3) stated that media is really needed to support some activities in the class. And also the learning media being used can arise students' motivation to learn using interesting and attractive media. Therefore, the used of Macromedia Flash as media in teaching speaking narrative text will supported Industrial Revolution 4.0. Dhewiberta (2008) Stated that Macromedia Flash is a popular animation tool used by animators to create professional animations. Macromedia Flash is the most efficient program for creating interactive animations, games, company profiles, presentations, movies, and other animated displays among the existing animation programs. The developed media of Macromedia Flash were gotten by conducting the researcher and development stages by Borg and Gall (2003:407). The stages consisted of gathering the information needed, the lesson book used by the grade X students, and the media that currently used by the teacher in teaching of speaking narrative text. Since the researcher's media were developed based on the students' needs, researchers were

already appropriate and related to their interests. Analyzing the students' needs one strategy to boost their learning motivation and improve their English abilities is to build it on their interests, particularly speaking skills. The validation result consisted of 4 aspects, there are linguistics aspects, process aspect, product aspect, and layout aspect. The average score experts' validation of linguistic aspect 88.5 % and the criteria was Good. The average score experts' validation process aspect 94.2 % and the criteria was very good. The average score experts' validation product and content aspect 81.6% and the criteria was good. The average score experts' validation layout aspect 90% and the criteria was very good. The average score of four aspects, linguistics aspects, process aspect, product aspect, and layout aspect 88.57% and the criteria was good.

IV. CONCUSSIONS AND SUGGESTIONS

A. Conclusion

In learning speaking English, most or even all students have problems. They feel bored and less motivation especially in speaking narrative text because the teacher did not used any media because the teachered only focus in using textbook as a sources of learning. The teacher only uses conventional method which is asking the students to read the textbook and to answer the tasks on the textbook without any speaking practicing. In order to find out that needed to support the process teaching, this study used questionnaire and interview as data instrument. Following the analysis of the data, the study concludes that the existing media utilized by teachers in teaching narrative text speaking were less effective in motivating and assisting students in studying narrative text. As a result, the students required engaging, interactive, and effective media to assist them in learning and speaking a variety of narrative texts. The students' problem was solved by creating a new media for teaching narrative text. The media was created with the help of a program known as Macromedia Flash. It implies that the media is already proper and valid for use as a learning media for students, particularly when training students to speak narrative text.

B. Suggestions

There are several suggestions given for the consideration in the future.

1. For the school

The school should facilitated the support tools of using media such as in focus and speaker. In order that the learning process of speaking narrative text carried out well and as expected

2. For English Teacher

The English once it comes to learning, the teacher should consider the needs of the students.If the teacher masters the materials of narrative text as well as using a learning media that can meet students' learning needs, the learning process can be successful.During the teaching-learning process, the instructor should also pay attention to the types of texts that will be provided to the students.As a result, narrative literature about legend stories is appropriate for the instructor to utilize in class because it better depicts daily life experience than other texts.

3. For Students

They can use the interactive Learning Media to improve their speaking narrative text skills based on their specific needs.

4. For the Other Researchers

It is suggested that other researchers perform studies on digital media learning particularly English texts in senior high schools , for the needs of learning media is different for every senior high schools.

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