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Development of Macromedia Flash Learning To Improve Intensive Listening Ability

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ABSTRACT

This study aimed to produce learning media through Macromedia Flash software program to improve the ability to listen to incentives on fantasy story material in class VII SMP Negeri 4 Central Maluku. The subjects of this study were the seventh grade students of SMP Negeri 4 Central Maluku, totaling 28 people. This study used a development method adapted from the Borg and Gall development model. The resulting media consists of three parts, namely the opening (covering SK, KD, and instructions for using media), content (covering material menus, exercises, and quizzes), and closing (covering motivational videos and author biodata). The macromedia flash learning media was tested on (1) learning media experts and (2) material experts, (3) practitioners, and (4) students. The instruments used in questionnaires, media expert questionnaires, practitioner and student response questionnaires, and intensive listening indicator instruments. The method used in data collection is observation, interviews, and questionnaires. The stages carried out in this research include: (1) Design stage, making media using Macromedia Flash application with the help of Ms. Power Point, and (2) design validation, (3) product revision, and (4) product testing on students of SMP Negeri 4 Maluku Tengah in grade VII. Based on the test results obtained from the expert test questionnaire, it shows that macromedia flash is feasible and ready to be implemented.

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1. INTRODUCTION

The development of learning media is inseparable from the development of the technology of computer. These development provides opportunities for educators to develop learning in the classroom. One of them is developing macromedia flash learning media for seventh grade students of SMP Negeri 4 of Central Maluku. Macromedia flash is a multimedia program and interactive animation with programming on flash (action script) which is packaged in an innovative and attractive way so that students can listen well.

The use of media in the learning process can provide a meaningful experience for students. The presence of media in learning will strengthen the communication process between teachers and students. The use of media in learning can help students in receiving and understanding the subject matter optimally. Multimedia-based learning media presents a new atmosphere in the learning process [1]. Yudhiantoro also said that multimedia is a combination of text, art, sound, animation, and video that is delivered to an audience with a computer or other electronic and digital manipulation equipment [2]. Through the combination of these media, the learning experience becomes interactive which reflects an experience in everyday life.

Multimedia development in computer-based learning or better known as Computer Assistance Instruction (CAI) can assist teachers in teaching and assist students in learning. The actualization of abstract shapes into concrete can be realized with flash applications. Flash animation is an animation in the form of a movie file. The resulting movie file can be in the form of graphics or text. In addition, flash also has the ability to import sound, video, and image files from other applications [3].

Macromedia flash is an audiovisual media that helps teachers in providing innovation in learning. Audio visual media are modern instructional media that are in accordance with the development of science and technology progress, including media that can be seen and heard (Rohani, 2007: 97-98). Audio-visual media is an intermediary medium or the use of material and absorption through sight and hearing so as to build conditions that can make students able to acquire knowledge, skills, or attitudes so that this media is very relevant when applied to learning language skills in junior high schools.

Ranukadevi said that listening as a very basic language skill is consistently interrelated with other language skills, namely speaking, reading, and writing. Listening skills with other language skills also influence each other [4]. For example, a child acquires language and can speak by listening to other people's words.

Listening skills include the ability to understand language sounds, commands, fairy tales, dramas, instructions, plans, announcements, and the concept of subject matter. Speaking skills include the ability to use thoughts, feelings, and information verbally regarding introductions, greetings, and discussions. Reading skills include the skills to understand reading texts through intensive and fleeting reading. Writing skills include

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initial writing skills, dictation, describing objects, composing, writing invitation letters, and paragraph summaries [5].

Based on the four aspects of language, the focus of this research is only on listening skills. This is because sequentially the acquisition of language skills generally starts from new listening skills followed by speaking, reading and writing skills [6]. Listening skills are a process of listening to Saddhono and Slamet (2012) verbal symbols with full attention, understanding, appreciation, and interpretation to obtain information, capture content or messages and understand the meaning of communication that has been conveyed by the speaker through speech or spoken language [7].

Tyagi (2013) describes listening skills consisting of five aspects, namely listening, understanding, remembering, evaluating and responding [8]. However, to see the students' intensive listening ability, the researcher only used two aspects of listening proposed by Tyagi, namely understanding and remembering which were then developed into three assessment indicators, namely answering questions according to the content of the story, demonstrating or imitating the movements contained in the story and retelling the story. Refers to the Ministry of Education and Culture N0.146.of 2014.

A person's success in listening can be seen from how the listener understands and conveys information from listening orally or in writing. This shows that listening skills are quite complex if the listener wants to capture the true meaning of listening which may not be fully stated, so the listener must try to reveal the things that are implied. This can be seen from the role of listening skills on language skills. States that the role of listening is as follows: (1) listening skills are a fairly important basis for speaking skills, because what we will say in speaking is the result of listening to other people's conversations; (2) listening skills are also the basis for reading or writing skills. This means that the information we get from listening is our provision to be able to understand what other people have written through writing. The information we get from listening is also our provision in doing writing activities, because what we write can be sourced from the information we have read; (3) mastery of vocabulary when listening will help fluency in reading and writing [9].

Although listening activity is a dominant activity and has a very large role, listening learning in schools has so far received less attention and seems less important because it is not tested in the National Final Examination [10]. It was further explained that teachers generally assume that listening skills can naturally develop from learning to speak. Learning activities for listening skills are still often neglected because many people think that listening is an ability that humans are born with. Even in the reality of everyday life, not everyone is able to listen well. This indicates that so far listening skills have received less attention.

Based on initial observations, the seventh grade students at SMP Negeri 4 Central Maluku Maluku Province, have low listening skills or still do not meet the desired standard, which is 65 while the specified criteria is 75. This is because when listening learning takes place students are more interested to chat with their classmates compared to paying

attention to the learning being delivered by the teacher. Based on the results of an interview with an Indonesian language teacher, Ms. Hadianty Alkatiri, revealed that the seventh grade students at SMP Negeri 4 Central Maluku, the main causes of low students' listening skills were 1) students were less interested in listening learning, 2) the teacher had difficulty generating student interest. in listening learning, and c) the teacher does not choose the right learning method. So to overcome this problem, the researcher collaborated with Ms. Hadianty so that the students' listening ability increased by using the right method. One method that can be applied in learning listening skills is using macromedia flash which has been developed by the researcher. In macromedia flash students are guided to listen to animated images that have unique sounds and characters so that students feel happy and motivated to listen to the instructions contained in the macromedia.

Based on the explanation above, this research is important to do. This research is important because the development of macromedia flash in listening learning is still very minimal, even though school facilities and facilities support it. This condition is due to the ability of teachers in making multimedia is still not optimal. Therefore, researchers are interested in developing learning media based on macromediaflash in listening learning. Thus, macromedia flash is designed to be more effective in Indonesian subjects to improve intensive listening for seventh grade students of SMP Negeri 2 Masohi, Central Maluku Regency.

2. METHOD

Explaining This study uses development research methods. This research method was adapted from the learning development model of Borg and Gall (2003:569). The R & D method is a research method used to produce a particular product, and test the effectiveness of that product. The product in question is macromedia flash for seventh grade junior high school students. Based on the model, there are four stages of development research procedures, (1) the pre-development stage which is carried out with initial observations, gathering information related to media development, and making product development designs, (2) the development stage which is carried out by starting to develop the product as a whole, (3) the trial phase is carried out by testing the product to experts (media experts and learning material experts), practitioners (teachers), and students, and (4) product revision stage.

Pre-development and trial instruments in the form of interview guidelines and questionnaires. The interview guide was used during the initial observation for needs analysis for Indonesian language teachers. The assessment questionnaire contains aspects of the assessment to be given to expert test subjects (media experts and learning materials experts) and test subjects, namely Ms. Hadianti Alkatiri S.Pd (Indonesian language teacher at SMP Negeri 4 Central Maluku) and grade VII-3 students at SMP Negeri 4 Central Maluku, totaling 28 people. The results of the expert subject assessment and trials were used as a

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source of numeral data and verbal data (comments and suggestions for improvement). Through a questionnaire, it can be seen the feasibility and things that need to be revised from the products produced in this study.

The data in this development research are verbal data and numeral data. Verbal data in the form of suggestions and written opinions obtained from the assessment instrument sheet. In addition, verbal data was also obtained orally when conducting discussions with experts and practitioners. Numerical data were obtained from questionnaires given to experts, practitioners, and seventh grade junior high school students who were the test subjects.

Data analysis techniques used in this research and development include descriptive qualitative and quantitative descriptive techniques. Data analysis for qualitative data (verbal) was obtained from interviews and comments written in the validation questionnaire which was carried out by recording points from the results of interviews and comments contained in the questionnaire. After that, evaluate these important points and serve as a reference for revising the product. Furthermore, for quantitative (numeral) data, quantitative analysis was used on data obtained from expert validation questionnaires, practitioners, trial questionnaires, intensive listening test analysis, and media/product (media) effectiveness test results. So, there are three analytical models for quantitative (numeral) data in this research and development, namely (1) quantification analysis of validation questionnaires (experts and practitioners) and trials, and (2) student intensive listening analysis.

2.1. Quantification Analysis of Validation Questionnaires And Product Trials

The data obtained from the questionnaire (validation and trial) were analyzed using the formula and conversion level of a scale of 2 (two) formulated by Arikunto (1996:244) [11]. As shown in the following:

2.1.1. On Item Questionnaire Data Processing

$$\rho = \frac{x}{xi} \text{ x } 100$$

ρ = Presentation searched
x = Respondent's answer in 1 item
xi = Number of respondents' answers in 1 item
100% = Constant number

2.1.2. Overall Questionnaire Data Processing

$$\rho = \frac{\sum x}{\sum xi} \text{ x } 100$$

ρ = Presentation searched
$\sum$ = Total respondents' answers in 1 item

∑xi = The ideal number of answers in 1 item
100% = Constant number

Based on the formula above, to determine the conclusions that have been reached, the eligibility criteria for teaching materials are set as follows:

Table 1. Media/Product Eligibility Criteria

Score Category	Test Results Perentage	Qualification	Follow Up
4	85% - 100%	Very Decent	Implementation
3	75% - 84%	Decent	Implementation
2	55% - 74%	Quite Decent	Revision
1	≤55%	Not Decent	Changed

Course: Sugiyono (2008:417-421) [12].

For information:

1) If the product feasibility test reaches a percentage level of 85%-100%, the teaching materials are classified as very feasible and ready to be implemented.
2) If the product feasibility test reaches a percentage level of 75% - 84%, the teaching materials are classified as feasible and ready to be implemented.
3) If the product feasibility test reaches a percentage level of 55% - 74%, the teaching materials are quite feasible and need to be revised.
4) If the product feasibility test reaches a percentage level of 55%, the teaching material is classified as inappropriate and must be replaced.

Based on these guidelines, if the expert test score reaches 75% then the product that will be developed in this research can be implemented in learning. The data code for the score 75% is "I" which means implementation. On the other hand, if the test score reaches 74%, the product must be revised to meet the eligibility criteria. The data code for the score 74% is "R" which means revision.

2.2. Student Intensive Listening Analysis

The students' intensive listening ability test uses listening assessment indicators according to Tyagi (2013).

Table 2. Listening Skills Assessment Indicator

Measured Aspect	Achievement Indicator	Success criteria of Intensive listening	How to Measure
Understanding the content of the story	Answering questions according to the content of the story	75%	Observed from the suitability of the answer with the content of the story

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	Demonstrating or imitating the movements in the story	75%	Observed from the suitability of the movement with the storyline
Remembering the content of the story	Retelling the content of the story	75%	Observed from the fluency of the child retelling the story

3. RESULT AND DISCUSSION

The results of this study resulted in the development of learning media Macromedia Flash on the material for listening to fantasy stories. The results of the macromedia flash product development aim to improve the intensive listening ability of seventh grade students of SMP Negeri 4 Central Maluku which consists of four parts, namely (1) media description, (2) media revision, and (3) presentation of data from media feasibility test results. The three results can be presented as follows.

3.1. Description of Macromedia Flash Learning Media

Based on the structure of the presentation, macromedia flash is divided into three parts, namely the opening display, the content, and the closing. Opening section The opening screen contains information about the title and authoring agency. The content section is in the form of a main menu that displays the contents of SK, KD, and fantasy story material packaged with navigation buttons containing material, quizzes, and intensive listening tests. In the content section there are also instructions for using media so that it helps teachers in delivering teaching materials. The closing section is packed with motivation, compiler profiles, and short videos to stimulate students about the importance of incentive listening.

3.2. Product Revision

Product revisions were made for several sections, including (1) use of language; language that is not in accordance with the rules of writing is replaced and corrected, (2) the color of images and writing must be replaced with a lighter color so that it is easy to read, (3) the instructions for using the media need to be simplified or tidied up, (6) systematic writing; changing the structure of writing in fantasy story texts by simplifying sentences, namely replacing and adding appropriate words and sentences according to the cognitive level of Class VII SMP students.

3.3. Presentation of Feasibility Test Result Data Macromedia Flash

80% of macromedia flash learning media testing by media experts was declared feasible to be implemented. Media testing by material experts was 77%, declared feasible to

be implemented. Testing of teaching media by expert practitioners is 98%, declared feasible to be implemented. Field tests by students amounted to 97% declared eligible for publication.

The test of macromedia flash learning media for SMP Class VII students has met the criteria for success in listening to incentives, namely the aspect of understanding the content of the story on the indicator answering questions according to the story content 72% and the indicator demonstrating the story content 70% and on the aspect of remembering the content of the story with the indicator retelling the story content is 70%. This shows that macromedia flash learning media can stimulate listening development in seventh grade junior high school students. This media has a role so that students can meet the performance indicators of the intensive listening assessment with the success criteria of 75%.

The development of learning media based on macromedia flash is packaged according to the 2013 curriculum in Indonesian subjects which include fantasy story texts. The media developed by the researchers used the Borg and Gall research procedure modified by Sugiyono to the stage of testing the use of media for students of SMP Negeri 4 Maluku Tengah in Class VII. The media developed is in the form of an application that is packaged in a computer device consisting of an opening, a content section and a closing. At the beginning of the media contains the identity of the author, the author's university origin, apperception, how to use the media, material menu, quiz menu and test menu. The content section contains material, sample questions and some application of the material to everyday life. Finally, the closing contains a motivational video for intensive listening and the author's profile and ends by pressing the (X) button at the far left of the media to exit the learning media.

The development of macromedia flash is emphasized on the achievement of intensive listening for seventh grade students of SMP Negeri 4 Central Maluku in Basic Competence 4.3 retelling the contents of narrative texts (fantasy stories) that are heard. Therefore, the content of macromedia flash that was developed discusses more about how students know how to listen intensively to fantasy story texts that are played through sound recordings contained in macromedia flash learning media and so that students can practice to understand and remember the contents of the text. Thus, students are able to retell fantasy story texts in their own language.

The use of the language used in macromedia flash is in accordance with good and correct Indonesian rules. This media also uses effective and efficient language (clear and concise) so that it is easily understood by students. The developed media also pays attention to the rules of PUEBI so that students can be given examples of how to use PUEBI properly and correctly. However, during product testing, errors were encountered when students retold the contents of fantasy stories.

The results of the interviews and the distribution of questionnaires obtained that media development using the Macromedia Flash application was needed by students in the learning process. This has an impact on the ease of students in understanding the problem

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of fantasy story material. In preparing the design in making learning media based on Macromedia Flash, the researchers conducted a validity test with several media and material experts and colleagues to get input and suggestions.

The development of this Macromedia Flash-based media has passed the validation stage by material experts and media experts and improvements based on input from material and media experts. The results of the validation of learning media get final results with good criteria so that the learning media developed is worthy of being tested and used in the learning process.

Based on the research results obtained from field trials that were tested on seventh grade students of SMP Negeri 4 Central Maluku, the media that had been developed received very interesting responses during the trial. The attractiveness of the media is influenced by the Macromedia Flash application where this application makes the media interesting with the presence of audio and animation that can overcome student boredom. While the effectiveness of the media on students can be seen from the ease with which students carry and use the media, and can help students' reasoning so that students can learn independently. With this media students are expected to know one of the uses of technology for learning and independently apply the media based on the instructions that have been provided.

4. CONCLUSION

This research and development produces a product in the form of learning media based on Macromedia Flash on the subject matter of fantasy stories in class VII SMP Negeri 4 Central Maluku. The steps to produce Macromedia Flash-based learning media are: (1) initial observation, (2) collecting information, (3) product design, (4) design validation, (5) design improvement, (6) product trial, (7) product revision and (8) product use trial. Macromedia Flash-based learning media that has been tested get a very good response from students seen from the test results. Based on the test results obtained from the expert test questionnaire and the indicators of the ability to listen to students' incentives, it shows that the learning media of macromedia flash is feasible and ready to be implemented.

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