DEVELOPING ENGLISH MULTIMEDIA BASED TEACHING MEDIA BY USING ADOBE FLASH CS3 FOR VII GRADE OF MTs AL HUDA BANDUNG TULUNGAGUNG

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Abstract: This research is inspired by the preliminary observation result in VII grade of MTs Al Huda Bandung Tulungagung, academic year 2014/2015 at 10th of October 2014 that both teacher and students in that school need some innovation of teaching media. The aim of this research is to develop English multimedia based teaching media by using Adobe Flash CS3 for VII grade of MTs Al Huda Bandung Tulungagung. This research used Research and Development design, which follows plan, design, and evaluation stage. The research subject was English teaching media lecturer, English teacher of MTs Al Huda Bandung, and VII A graders of MTs Al Huda Bandung. The research instrument was questionnaire, while percentage formula was used to analyze data. The result of this research was 87.05882 % for teaching media validation, and 93.846155% for teaching material validation. They were in very good criteria. It can be concluded that the media was valid. Meanwhile the result of small group try-out was 87.47826 %. Then, the result of field trial try-out was 87.47826 %. Both small group and field trial try-out percentage was in very good criteria. So, the writer can conclude that Adobe Flash is proper for English teaching media.

Keywords: Developing, Multimedia, Adobe Flash CS3

Nowadays the development of Information and Technology (IT) especially for computer is amazing. The spread of that development almost reach human life. Previous activities that need a lot of power, this day moved to machine power that controlled by computer.

As other field, computer also closely related to education. Many educational works done by computer. For example typing, counting, looking for

material in internet, and so on. Thus, school in this modern era should adjust with these changes of development of information and technology in the teaching and learning process.

In other hand, English in the present time is as a global language. It makes English become more dominant around the world. People use English to communicate with the other people around the world, and the other countries learn it as foreign language. Indonesia is one of the countries that learn English as foreign language in the school. So, teachers need a media to teach English.

Teaching media is a tool to make teaching learning process run effectively and efficiently. Based on Arsyad (2009:4) teaching media is a media that bring instructional purpose of massages or information of learning. Media is means of expressing massage and information. In addition, Briggs in Aniqotunnisa (2013:10) stated that teaching media is all physical form that can convey message and can stimulate students to learn.

There are many kinds of teaching media.   Based on Sahid (2010:3) teaching media can be grouped as: Visual Media, Audio Media, Projected Still Media, Projected Motion Media. The other classifications of teaching media also stated by Leshin, et al in Arsyad (2009:36) those are: Human-based media (teacher, instructor, role-play, group activity, field-trip); Printed-based media (book, guide line, workbook, paper); Visual-based media (video, film, slide-tape program, television); and Computer-based media (interactive video, hypertext).

Every media have their own characteristics. One of them is computer. Computer shows animation by using some software that related to topic of

learning, so can make teaching and learning process more interesting for student. Computer also include as a multimedia. According to Syarif (2009:1) Multimedia can be called as many medium. The components of them consist of text, picture, video and audio. Meanwhile, Mahajan (2012:6) stated that multimedia uses multiple forms of text, audio, graphics, animation, or video to convey information. In other word, communication using multimedia means communication using one media. Developing multimedia based teaching media is assumed to help teaching-learning process run interesting and effectively.

One of software that can be used to develop teaching media in teaching-learning process is Adobe Flash CS3 (for the next we called it Flash). Andi in Bakri (2011:5-6) stated that Adobe Flash CS3 is a software from adobe, Inc. which used by almost people because of its ability in doing many things that related to making cartoon movie, advertisement banner, web site, presentation, game, and so on. According to Wirosari (2008:3-5) the completeness and the ability of this software in creating animation make this software used by Flash animator. This software can help and facilitate user in making their work, like as animation job, presentation, make teaching compact disk (CD), and so on. Flash has ability and facility to make object animation design easily and interestingly. Based on Nugroho (2008:5) the most special thing between adobe flash CS3 than the other application is in the size of the file of the animation. The size of file is small so this software use by many people to create a web to make the layout more interactive.

In addition, based on observation result in VII grade of MTs Al Huda Bandung Tulungagung, academic year 2014/2015 at 10th of October 2014, the teacher still uses conventional teaching technique and still uses textbook as the teaching media in the teaching and learning process. In teaching and learning process, students were just asked to do some exercises in the text book. This kind of teaching technique sometime make students bored and the result is students have less comprehension of English material. By doing exercise in the textbook, students less practice of speaking English.

Based on the consideration above, both teacher and students in MTs Al Huda Bandung Tulungagung need some innovation of teaching media. Especially for multimedia. Starting from those points, the writer interested to develop English multimedia-based teaching media using Adobe Flash CS3 for VII grade of Junior High School at MTs Al Huda Bandung Tulungagung.

Then, the research question is how to develop English multimedia based teaching media by using Adobe Flash CS3 for VII grade of MTs Al Huda Bandung Tulungagung? To answer this research question, researcher used three stages of R&D, those are plan, development, and evaluation.

The benefits that the researcher expected from the result of this study can be used for students, English teachers, researcher, and educational institution. For the students, this teaching media can make them learn interest and enthusiastic in learning English. Then the benefit to the English teachers, it gives them experience to use multimedia-based teaching media using Adobe Flash CS3. So,

they can use not only textbook but also another media to convey the materials in their teaching learning process.

While the benefit for the researcher is as a valuable experience as a candidate of professional teacher in making multimedia based teaching media. And the last one is the benefit for educational institution, this study is as reference to increase education quality by using this media.

METHODOLOGY

In this study researcher used research and development method. According to Sugiyono (2014:407) research and development method is a method use to produce a certain product, and test the effectiveness of the product. Furthermore Gall, et. al (2003:45) stated that basically research and development have two main objectives, they are: (1) to develop a product and (2) to test the effectiveness of the product. This study conducted to develop English multimedia-based teaching media using Adobe Flash CS3 Professional for VII grade of MTs Al Huda Bandung Tulungagung without test the effectiveness of this product toward students' achievement.

However, in this study the writer used CBI model. Priyanto (2009:7) explained that the steps in developing computer based instructional (CBI) consists of three stages, those are (1) Plan, (2) Development, and (3) Evaluation. The plan stage is aimed for collecting relevant information about the need of English multimedia based teaching media development for VII grade of MTs Al Huda

Bandung Tulungagung, which consist of need analysis, material survey, and determine learning objectives.

The need analysis conducted by doing preliminary observation in VII A class of MTs Al Huda Bandung. The researcher joined during English teaching learning and observed the activity in the class. After that, material survey, the writer determine the material in topics of second semester for VII Grade of Junior High School. Next, determine learning objectives, which is student able to reach each competence in topics above.

Then, the development step is the step to develop the product. In this stage the researcher started from making the flowchart of teaching media design. The next process was the developer making the design of each page of the product. Furthermore, the media created based on the design of the product by using some software, those are Photoshop CS3 for create the design of the media, and Adobe Flash CS3 for develops this English teaching media.

Finally, the evaluation step in this case try-out the product step consists of formative and summative evaluation. Formative evaluation is a data collecting process that the goal is to improve and increase the quality of the developing product. In this research, the formative evaluation means expert validation. While summative evaluation, in this case try-out the product is an evaluation to give final evaluation to the product.

The subject of this study in product validation was expert of English teaching media lecturer and English teacher of MTs Al Huda Bandung. The experts are divided into two groups, those are teaching material expert and

teaching media expert. Teaching material expert validate educational criteria of the product, while teaching media expert validate layout criteria of the product. Furthermore, the subject in small group evaluation was 10 students of VII grade student. Then, the subject in trial field (whole class) is consists of 23 students of VII grade student.

Furthermore, the instrument that used in this research was questionnaire. This questionnaire is used to evaluate the quality or attractiveness of this media by doing validation from expert of teaching media and teaching material and also evaluation from VII grade students.

The type of data is both qualitative and quantitative. Qualitative and quantitative data are gotten from some evaluations, comments, and suggestion from expert of teaching media, expert of material, and also student's evaluation about the product in the questioner instrument. Some comments from expert of teaching media and teaching material used to revise the design of product before the product is used in whole class. While the responds of students used to investigate the quality or attractiveness of the product when use in teaching and learning process.

From the questionnaire validation each item on it classified in 5 scale and each scale have a certain score, they are very good that will give score 5, good will give score 4, fair will give score 3, poor will give score 2, and very poor will give score 1. Further more the indicator category for each item called high (H) if the score greater-than or equal to 3 ($\geq$3) and called low (L) if the score less-than 3 (<3) (Alifah, 2013:32)

Finally those data will change into percentage of data, the formula will like follow:

$$\text{Percentage (\%)} = \frac{score\ (n)}{score\ maximal\ (N)} \times 100\%$$

After that, the data transform into qualitative data with high percentage is 100% and low percentage is 0%. The next is the data will describe qualitatively. Range is maximal score minus minimal score, and the result is 100%, also large of interval (100% divided 5 scale) equal 20%.So, based on the count up above, range percentage and the qualitative category will see as follow:

Table 1. Range Percentage and Qualitative Criteria

Percentage	Category
81% < score <100%	Very Good
61% < score < 80%	Good
41% < score < 60%	Fair
21% < score < 40%	Poor
0% < score < 20%	Very Poor

FINDINGS

Developing English multimedia based teaching media for VII grader of MTs Al Huda Bandung Tulungagung followed 3 steps, those are: plan, development, and evaluation. As stated before there are two kinds of evaluation. The first one is expert validation and the second one is try-out of the product. Expert validation result is aimed for validate and revise the product before conducting try-out. Then, try-out result is to know the quality or attractiveness of the product.

To know the validity of the product the researcher conducted validation to some experts, they are two teaching material experts and two teaching media experts. Teaching material expert validate the product based on educational criteria, while teaching media expert based on layout criteria. As mentioned before, the researcher used questionnaire as the instrument in collecting the data. It was consisted of 13 questions for teaching material experts, and 17 questions for teaching media experts. The data of expert validation can be seen as follows.

Table 2. Expert of Teaching Material I & II Validation Result

No	Item	Scale	Category
1	1	5	H
2	2	5	H
3	3	4	H
4	4	4	H
5	5	4	H
6	6	5	H
7	7	5	H
8	8	5	H
9	9	4	H
10	10	4	H
11	11	5	H
12	12	5	H
13	13	4	H
n		59	
N		65	
Percentage		90.76923 %	
H = High			
L = Low			

No	Item	Scale	Category
1	1	5	H
2	2	5	H
3	3	5	H
4	4	5	H
5	5	4	H
6	6	5	H
7	7	5	H
8	8	5	H
9	9	5	H
10	10	4	H
11	11	5	H
12	12	5	H
13	13	5	H
n		63	
N		65	
Percentage		96.92308 %	
H = High			
L = Low			

Table 3. Expert of Teaching Media I & II Validation Result

No	Item	Scale	Category		No	Item	Scale	Category
1	1	4	H		1	1	3	H
2	2	4	H		2	2	2	L
3	3	5	H		3	3	5	H
4	4	5	H		4	4	5	H
5	5	4	H		5	5	4	H
6	6	4	H		6	6	3	H
7	7	4	H		7	7	5	H
8	8	4	H		8	8	5	H
9	9	4	H		9	9	5	H
10	10	5	H		10	10	5	H
11	11	4	H		11	11	5	H
12	12	3	H		12	12	5	H
13	13	4	H		13	13	5	H
14	14	4	H		14	14	4	H
15	15	5	H		15	15	5	H
16	16	5	H		16	16	5	H
17	17	4	H		17	17	5	H
n		72			n		76	
N		85			N		85	
Percentage		84.70588 %			Percentage		89.41176 %	
H = High					H = High			
L = Low					L = Low			

From the presentation data of teaching material expert validation and teaching media expert result above, we know the percentage result of each validation is on very good category. So, the writer can conclude that this teaching media is valid according to educational and layout criteria and ready to be tried-out in the class.

Beside that, to know the attractiveness of this media the researcher conducted try-out that related to technical quality criteria. The try-out of the product divided into two try-outs, those are small group try-out and field trial (whole class). There are 10 students in small group try-out and 23 students in field trial (whole class) try-out. Both small group and field trial try-out were use

questionnaire to collecting the data. In this questionnaire the students should respond 10 questions according to technical quality criteria. The data of try-out result can be seen in following table.

Table 4. Small Group Try-Out Result

No	Item	Scale					Respondent	Total Score	Mean	Category
		5	4	3	2	1				
1	1	2	8	0	0	0	10	42	4.2	H
2	2	2	8	0	0	0	10	42	4.2	H
3	3	6	3	1	0	0	10	45	4.5	H
4	4	6	3	1	0	0	10	45	4.5	H
5	5	3	7	0	0	0	10	43	4.3	H
6	6	2	7	1	0	0	10	41	4.1	H
7	7	9	1	0	0	0	10	49	4.9	H
8	8	2	8	0	0	0	10	42	4.2	H
9	9	3	7	0	0	0	10	43	4.3	H
10	10	4	5	1	0	0	10	41	4.1	H
n	433									
N	500									
Percentage	86.6 %									
H = High										
L = Low										

Table 5. Field Trial Try-Out Result

No	Item	Scale					Respondent	Total Score	Mean	Category
		5	4	3	2	1				
1	1	8	15	0	0	0	23	100	4.3478261	H
2	2	7	16	0	0	0	23	99	4.3043478	H
3	3	10	13	0	0	0	23	102	4.4347826	H
4	4	11	12	0	0	0	23	103	4.4782609	H
5	5	7	16	0	0	0	23	99	4.3043478	H
6	6	6	14	3	0	0	23	95	4.1304348	H
7	7	20	3	0	0	0	23	112	4.8695652	H
8	8	4	16	3	0	0	23	93	4.0434783	H
9	9	11	12	0	0	0	23	103	4.4782609	H
10	10	8	15	0	0	0	23	100	4.3478261	H
n	1006									
N	1150									
Perentage	87.47826 %									
H = High										
L = Low										

Based on the evaluation result from small group and field trial (whole class) try-out, we know that both of them are in very good category, so, this teaching media is proper to use in English teaching learning process for VII grade students in second semester as multimedia-based teaching media.

DISCUSSION

The evaluation of this teaching media is divided into 2 evaluations. Those are teaching material and media expert validation and try-out. The teaching material expert validation result was 93.846155% (after calculated the average between two experts). This is appropriate with teaching media evaluation based on educational criteria, this product can be use for individual learning because this media is easy to use and the program can be copied. Beside that this media also can be used for small group, and large group learning. Furthermore, the materials in this media were appropriate with applied curriculum that is KTSP and have activities and test questions that related with the discussed topic. The feedback in this media just for show the users' answer whether their answer is correct or not. It means that this media was valid.

In addition the result of teaching media expert validation was 84.70588 % (after calculated the average). This result meet with the layout criteria that consists of color, text layout, screen layout, graphic, animation/picture, sound, menu command, and design interface. This teaching media used combination of colors and used some font of text style, so it made this media look more interesting. The animation/picture in this media is aimed for help user understanding the topic. The

researcher also provided the sound in this media for listening activity. It consists of dialogue sound and monologue sound. Meanwhile, the instruction in this media is easy to understand and the button can be used effectively.

Finally, the result of both small group and field trial (whole class) were and 86.6 % and 87.47826 %, which met with technical quality criteria. This program of teaching media can be opened and used easily because the file is not large, so the computer that have low memory capacity still can operate this product. This product also provided the guide of using the product for the student as an individual user and for the teacher in the separated file (pdf. file). In addition, this teaching media program cannot be erased and edited by the user, because this program is in the form of standalone file (exe.). So, when there is user error the product will not erased.

CONCLUSION AND SUGGESTION

From the finding and discussion above, the researcher concluded that the procedure of developing English multimedia based teaching media by using Adobe Flash CS3 for VII grade of MTs Al Huda Bandung Tulungagung followed CBI model, that is: plan, development, and evaluation. In addition, from the result of expert validation and try-out of the product, this product is proper to use as English multimedia based teaching media for VII grader.

Based on the above conclusion, the suggestions of implementing the product were: the media still need more development, especially for adding the video that related to the topics. It aimed to improve the quality of the media;

beside the video, to make students ease in understanding the topics, it is better to add the vocabulary list that related to the topics in the end of discussion of each topic; this research just produce the product without investigate the effectiveness of the product toward students' achievement, so need the further research to know this product effectiveness.

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APPENDIX

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