DESIGNING INTERACTIVE LEARNING MEDIA FOR WRITING SKILL BY USING MACROMEDIA FLASH 8

AN ARTICLE

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ARTIKEL

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ABSTRACT

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The aim of this study are: 1) to design interactive learning media for writing skill by using Macromedia Flash 8, and 2) to investigate the eligibility product of interactive for writing skill by using Macromedia Flash 8. Research and development is used as the research method. This research took place at MAN 2 Model Medan. The product has validated by expert validations (material and media). The instrument for collecting data by using questionnaires with Likert scale 1-4. The data was analyzed based on expert validation to revise the product. The result shows that: 1) the material in interactive learning media for writing skill with the average 3.9 (Very eligible, no need revision), and 2) the interactive learning media is eligible, no need revision with average 3.2. Therefore, the product of interactive learning media is appropriate to use as interactive learning media in teaching learning English process.

Keywords: Interactive Learning Media, Writing Skill, Macromedia Flash 8

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INTRODUCTION

Background of the Study

Learning is a process interaction from sender to recipient of message information to get knowledge, information, and comprehension of science. Generally learning happened in formal place such as school. Learning process occurs because communication between man and man such as teacher and students, students and students, and or man and environment which include tools or learning media.

Gagne in Manurung (2012: 10) states media are a form of the various types of components in the student environment that can stimulate students to learn. Therefore, media gives an ease in activity of teaching learning process to get knowledge from the material that taught.

In modern era, teachers are required to use a computer as an interactive learning media for making communicative learning environment as a sign of the development of human resources. It is a challenge for teachers to be able to integrate computer technology into the learning system, so that learning can be more quality, meaningful, and fun (Rusman, 2013:1).

In teaching English especially in writing, a teacher is important for choosing media in writing activities which have a chance of engaging to the students for developing their ideas in writing. An engaging writing activity is one that involves students not just intellectually but emotionally as well; it amuses

them, intrigues them, or makes them feel good (Harmer, 2004:62). Moreover, a teacher can encourage students for writing by using interactive media.

Interactive media are the integration of digital media including combinations of electronic text, graphics, moving images, and sound, into a structured digital computerised environment that allows people to interact with the data for appropriate purposes (England and Andi, 2011:2). An interactive media are operated by computer. In addition to computer, the other thing needed is software which makes interactive learning media.

Macromedia flash is one of software which is able to create a learning media in the form of audio and visual. Walisda, Asfah, and Haryanto (2015) states Macromedia flash animation learning method is learning system using software and hardware which serves simplify the process of data in the form of picture, video, photography, graphic, and animation, in collaboration with sound, text, and voice data interactively controlled by computer.

Based on the interview to English teacher grade ten of MAN 2 Model Medan, there are some information that the most difficult material which is taught to the students is writing. The students have difficulties in English writing. It is indicated through the following indicators: 1) the students have low-confidence in English writing and are lazy to create writing task; 2) they get difficulties in connecting sentences; 3) they get difficulties in exploring idea for their writing; 4) they lack of understanding of grammar and punctuation; and 5) they have little vocabulary. In addition, the students are less like the material because they are not interested in the material that will be presented.

This is the opportunity to design an interactive learning media Macromedia Flash-based for writing skill.

REVIEW OF LITERATURE

In achieving good results for student learning, learning media have a very important role. By using learning media, the teacher can convey their material effectively and the students can get knowledge properly. Rusman (2013:160) mentions that learning media are one component of the learning process that have very important role in supporting the success of the learning process.

Media are all things that can be used to deliver messages that can stimulate the mind, feelings, attentions, and the willingness of students to learn (Miarso in Manurung, 2013:14). From all definitions above, learning media are an intermediary tool or learning facilities in teaching learning process that very helpful in delivering materials to students to reach learning achievement.

The characteristics of learning media are; 1) Modeling. It means can be felt by the senses, 2) Communication. It should be a good communication tool between teachers and students, 3) Learning tool. It is teaching aids in and outside the classroom, 4) Teaching method. The best of learning media is media that can be adapted to the learning methods (Manurung, 2012:30). Based on Kemp and Dayton in Arsyad (2013:23) state that learning media has three functions; 1) Motivate interest or action, 2) Present information, 3) Give instruction.

Computer based media creates a multimedia learning environment that using technology to deliver material in teaching learning process. The advantage of computer based media in learning is can enhance achievement with using time

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and relatively small cost. The disadvantage of computer based media in learning is no easy job. Program computer is intensive activity that requires a lot of time and also special skills.

Macromedia Flash is a design tool set up primarily to allow the efficient creation of animations, especially for web pages (Bowden, 2006:1). There are some advantages of macromedia flash. The advantages of making interactive learning media by using macromedia flash, namely; 1) Creating interactive buttons, 2) Being converted and published into several types, including .Swf, .html, .gif, .jpg, .exe, .mov (Madcoms, 2007:3). There are also the disadvantages of macromedia flash, namely; 1) Macromedia flash is complex, needs long time to learn and master the application, 2) Language programming macromedia is difficult to understand.

Hedge (2005:10) states that writing is about aiding students to produce whole pieces of communication, to link and develop information, ideas, or arguments for a particular reader or a group of readers. Knapp and Watkins (2005: 220) state that narrative is not only simply about entertaining a reading audience but also has a powerful social role beyond that of being a medium for entertainment. The rhetorical structure of narrative are orientation, sequence of events (crisis and climax), resolution and coda.

RESEARCH METHODOLOGY AND FINDINGS

Methodology

The research was conducted based on educational research and development (R & D) method. Research and development method is the research

methods that used to produce a particular product and test the effectiveness of a particular product (Sugiyono, 2013:297).

This research was conducted by adopting R & D phases of Sugiyono (2013) which is simplified into: (1) need analysis, (2) determine the material, (3) design of product, (4) expert validation (media and material), (5) revision of product, (6) test of product, (7) revision of product, and (8) production.

The Procedure of Development

The developing interactive learning media using Macromedia Flash are staged as follows:

1. Need Analysis

   Analyzing what students need in learning English was conducted by applying interview to the English teacher grade ten of MAN 2 Model Medan. From the interview, it was known that the English teacher needs interactive learning media in delivering material for writing skill and students in grade ten need interactive learning media in writing skill for them. English material in the interactive learning media are narrative genre because narrative genre will be learnt in the every grade. Because of that, the interactive learning media have to make the students being enthusiastic in writing narrative genre without having to write by hand.

2. Determine the Material

   This stage is choosing one of basic competence that is taught in English class.

3. Design of Product

The design of product stage is arranging layouts, designs, and materials that have been prepared to be interactive learning media product.

4. Expert Validation

In this stage, learning media which has been designed was evaluated and reviewed by media experts and material experts through questionnaire. It aims to define the validation of learning media and the quality of learning media.

5. Revision

After being validated by media expert and material expert, the results of validation and evaluation are used to revise and fix the interactive learning media.

6. Test of Product

In this stage, the product was tested to the students to provide an assessment and responses about interactive learning media through questionnaire.

7. Production

In this stage the product of interactive learning media Macromedia Flash based is ready to use and apply in teaching-learning English and as an individual learning media for students.

The Instrument of Data Collection

1. Interview

Interview is given to the teacher. Interview has function to complete data on the background of study.

2. Questionnaires

Questionnaires are given to the material expert, media expert, and students to get data about the quality of learning media. The questionnaires which used in this research are Likert scale form.

The Validation of Instruments

1. Instrument validation for material expert

Validation of material experts was conducted by an English teacher in MAN 2 Model; Tengku Halimatussakdiah, S.Ag. The form of instrument validation for material expert is using questionnaire.

2. Instrument Validation for Media Experts

Validation of media experts was conducted by an English lecturer of English and Literature Department, State University of Medan which approved by Faculty of Languages and Arts; Indra Hartoyo, S.Pd., M.Hum. The form of instrument validation for media expert is using questionnaire.

The Techniques of Data Analysis

1. Interview

For interview data was analyzed by using qualitative analysis. Qualitative research is characterized by verbal description as its data (Perry, 2005:75).

2. Questionnaires

For questionnaires data was analyzed by using qualitative descriptive analysis. Descriptive analysis of can be formulated through simple statistical formula by giving an average score of answers in each item are assessed (Arikunto, 2006:242). The formula is:

$$P = \frac{\sum x}{n}$$

Where:

P = Average score

x = the number of answers of each respondent on each items assessed

n = the number of respondents

After the data is analyzed, then categorized into level validation as shown in Table 3:

Table 3.1: The validation criteria of questionnaire

No	Score	Criteria
1	3.26-4.00	Very eligible, no need revision
2	2.51-3.25	Eligible, no need revision
3	1.76-2.50	Less eligible, need revision
4	1.00-1.75	Not eligible, total revision

Findings

Designing interactive learning media for writing skill is saved in the form of flash (.swf). This interactive learning media consist of English learning material about narrative genre for grade ten of MAN 2 Model Medan.

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The result of the material in interactive learning media is in average **3.9** with category **very eligible, no need revision**. It means the English material is appropriate for students in grade ten.

The result of the program of interactive learning media is in average **3.2** with category **eligible, no need revision**. It means the interactive learning media is suitable to use as learning media in teaching learning process. Overall, this interactive learning media is eligible and no need revision to use as interactive learning media.

CONCLUSION AND SUGGESTIONS

Conclusions

Based on research findings, it is concluded that:

1. Designing interactive learning media for writing skill by using Macromedia Flash 8 follows R & D phases of Sugiono (2013) which is simplified into: (1) need analysis, (2) determine the material, (3) design of product, (4) expert validation (media and material), (5) revision of product, (6) test of product, (7) revision of product, and (8) production.

2. The product of designing interactive learning media for writing skill with English material about narrative genre for grade ten of MAN 2 Model Medan has validated by expert validation (material and media). For the material the average is **3.9** with category **very eligible, no need revision** and for the media the average is **3.2** with category **eligible, no need revision**. With the result that the interactive learning media for writing skill is eligible to use as learning media in teaching learning process.

Suggestion

From the conclusion above, there are some suggestions that are proposed that probably can help for English teachers and further researchers:

1. Location of research. The location of research should have good facility such as computer laboratory; it would help the researcher in finishing the research. Then, in the computer has to have flash player and it has function to make sure that the program is running well. And this interactive learning media has validated by expert validation, English teacher is hoped use the media into teaching learning process.

2. This media consist of narrative genre, for other researcher can be adding another English material and or adding another skill in interactive media by using Flash.

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