

Development of English Teaching Media Using Macromedia Flash 8 to Improve Students' Learning Motivation

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Abstract

This study aims to develop a learning media with the Macromedia Flash 8 application to increase the learning motivation of class X MA PKP Al-Hidayah Jambi City. The researcher chose the Macomedia Flash 8 application because it makes it possible to create interactive learning media which consists of complete features so that the developed media is able to actively involve students' senses of sight and hearing so that the material absorption process becomes more optimal. And in the end the learning objectives can be achieved. This study aims to develop a learning media with the Macromedia Flash 8 application to increase the learning motivation of class X MA PKP Al-Hidayah Jambi City. The researcher chose the Macomedia Flash 8 application because it makes it possible to create interactive learning media which consists of complete features so that the developed media is able to actively involve students' senses of sight and hearing so that the material absorption process becomes more optimal. And in the end the learning objectives can be achieved. The results of this study are English teaching media in terms of validity, display quality, presentation quality and attractiveness aspects. Based on the results of the assessment questionnaire, media expert lecturers, design experts, and material experts gave the results of the assessment questionnaire in the very good category. The results show that aspects of convenience, attractiveness, efficiency and effectiveness of the product have been achieved. This proves that this product fits the needs and increases student motivation. Based on this research, learning subjects using macromedia flash 8 teaching media is in accordance with the needs of class X MA PKP Al-Hidayah Jambi City students. The development of this product can increase students' learning motivation.

Keywords : English Teaching Media, Macromedia Flash 8, Learning Motivation

INTRODUCTION

The quality of education can be realized if the learning process is carried out effectively, meaning that the learning process can run smoothly, directed and in accordance with the learning objectives. Many factors influence the learning process, both from the students themselves and from other factors such as educators/teachers, facilities, environment and the media used. Students who are active and creative are supported by facilities and teachers who master the material and effective delivery strategies will further enhance the quality of learning. However, to achieve maximum results, many factors are still an obstacle.

The teacher must be able to attract students' attention by varying their own voice with high, low, sad, happy, enthusiastic voices etc. In addition to using his own voice, the teacher can also use interesting teaching media. Mulyono said "in strategy the teacher can provide a variety of alternative approaches by combining a learning activity into an interesting game and creating fun learning activities. Learning communication requires not only verbal skills in communication, but also the ability to design learning



resources and learning media.¹ William A. Ward in his book Utomo Dananjaya stated that ordinary teachers tell, good teachers explain, better teachers demonstrate, best teachers inspire.² Thus to achieve a learning goal and students can learn in a fun way, a learning concept is needed to build the teaching and learning process into a fun thing.

Fun learning is inseparable from motivation. Because fun learning is inseparable from the motivation of students. In line with this statement, Islamic education has created an educational system design that is inspired by verses from the Qur'an. As the verse of Allah SWT, Al-Baqarah verse 185: It means : "..... Allah wants ease for you, and does not want hardship for you. and you should make up the number and you should glorify Allah for His guidance that is given to you, that you may be grateful." (Al Baqarah: 185)³

The verse above explains that the importance of fostering a student's self-motivation and providing convenience in the teaching and learning process by using tools such as learning media. The teacher as an educator is expected to be able to develop fun learning and raise the enthusiasm of students in learning. So that students enjoy every learning activity. There are three aspects of the values contained in the goals of Islamic education: 1) to form students to become servants of Allah who serve Him alone, 2) educational value that refers to the instructions of the Koran, 3) related to motivation and discipline according to the teachings of the Koran which are called rewards and torments.⁴

English is a global language that is integrated into the Education Unit Level Curriculum (KTSP) which is taught at every level of education. English is one of the subjects that must be taught by the school. English lessons function as a tool for students' self-development in the fields of science, technology, art and other sciences. English proficiency is a necessity and a necessity in this era of communication and globalization.

English lessons cover four language skills, namely listening, reading, writing and speaking. All of these must be supported by other language elements, namely vocabulary, grammar and pronunciation in accordance with the theme as a means of learning objectives. Teachers are given the freedom to develop material in accordance with the basic competencies taught to students in class X MA PKP Al Hidayah semester II. This shows that development can be done by utilizing computer technology to produce interactive learning media. With all its characteristics, computers are able to provide interesting and interactive presentations for students, especially learning English.

The role of the teacher as a guide in the teaching and learning process should have a pleasant personality, think, be creative and creative. Teachers need to be innovative in order to create different situations so that later they can achieve good learning outcomes by motivating students to achieve the expected educational goals.

Every teacher, especially an English teacher, must think creatively, innovatively and have fun. Because it has become a natural phenomenon that learning English is considered a difficult subject, uninteresting but promising in the future, because English is an international language.

Media in English learning activities is a tool that can be used by teachers to develop more interesting learning techniques so as to produce maximum interactive learning materials that will create a conducive

¹ Yosol Iriantara dan Usep Syaripudin, *Komunikasi Pendidikan* (Bandung : SimbiosisRekatama Media, 2013), hal. 77

² Utomo Dananjaya, *Media Pembelajaran Aktif* (Bandung : Nuansa Cendekia, 2010),hal. 17

³ Departemen Agama, *Al-qur'an dan Terjemahnya* (Semarang : Toha Putra, 1989), hal.45

⁴ M Arifin, *Ilmu Pendidikan Islam* (Jakarta : Bumi Aksara, 2003), hal. 144

learning atmosphere for the growth of cognitive structures that adopt new information that is adapted. Mulyono said "in strategy the teacher can provide a variety of alternative approaches by combining a learning activity into an interesting game and creating fun learning activities."⁵

Learning with media, namely using a computer can eliminate boredom, create students who are creative, innovative and rich in activities. As Marlean Wynants and Jan Cornelis said that "...the deployment of computers in classrooms is a way to improve students' education, taking advantage of their fascination with computers"⁶. The resulting development of English media must be able to provide material that can increase student learning motivation. Students can be more motivated in understanding the material.

Technology has a broad meaning, first, technology can be used as a tool and learning resource. Second, educational technology can be used as a collection of tools used to help organize online education.⁷ Media is an object that can be used by students based on linguistic elements. As it is known that there are students who learn quickly using auditory, visual, audio visual, and kinesthetic methods. Characteristics of students who learn auditorily rely on their learning success through the ear of hearing). Auditory students can digest the meaning conveyed through the high and low sounds. The characteristics of students learning visually, which play an important role are the eyes (vision). Visually styled children see their teacher's body language and facial expressions to follow the lesson. Audio-visual characteristics, namely learning styles by relying on the success of learning through the ears (hearing) and eyes (vision). While kinesthetic characteristics are students learn by moving, working, touching, and doing. The effectiveness and efficiency of the sensory work is greatly assisted through the role and use of various demonstrations and teaching aids.

The results of the pre-survey from the questionnaire distributed to class X students of MA PKP Al Hidayah Jambi City found several problems related to the importance of this research. The results of pre-development observations on students' motivation to learn English were carried out in three stages. The following are the results of the survey regarding students' motivation to learn English.

Table 1.1 Pre-Development Results of students' motivation to learn English.

No	Trials	Pre-Development
	Percentage	Criteria
1	Individual	56,1 % Deficient
2	Small Group	59,4 % Deficient
3	Field Test	58,8 % Deficient

Keterangan:

- 90-100 : Sangat baik
- 75-89 : Baik
- 65-74 : Cukup
- 55-64 : Kurang
- 0-54 : Sangat kurang

⁵ Mulyasa, Menjadi Guru Profesional; Menciptakan Pembelajaran Kreatif dan Menyenangkan (Bandung: Remaja Rosdakarya, 2011), hal. 132

⁶ Marleen Wynants dan Jay Cornelis, How Open is the Future (California: VUB Brussels University Press, 2005), hal.182

⁷ Sutrisno, Kreatif Mengembangkan Aktifitas Pembelajaran Berbasis TIK (Jakarta: Referensi, 2012), hal. 24



From the table above it can be proven that students' motivation in learning English in class X MA PKP Al Hidayah Jambi City needs to be improved. This problem of course causes the learning process and learning evaluation not to be carried out optimally. For this reason, the development of learning media in the form of interactive CDs is seen as an alternative solution to this problem. Teachers in carrying out their duties can utilize media or teaching aids in effective and efficient ways or techniques.

Taking into account the description above, in this study the authors are interested in developing a teaching media using macromedia flash in English subjects. The learning media is expected to be an alternative in overcoming the above problems. This template, modified in MS Word 2007 and saved as a "Word 97-2003 Document" for the PC, provides authors with most of the formatting specifications needed for preparing electronic versions of their papers. All standard paper components have been specified for three reasons: (1) ease of use when formatting individual papers, (2) automatic compliance to electronic requirements that facilitate the concurrent or later production of electronic products, and (3) conformity of style throughout a conference proceedings. Margins, column widths, line spacing, and type styles are built-in; examples of the type styles are provided throughout this document and are identified in italic type, within parentheses, following the example. Some components, such as multi-leveled equations, graphics, and tables are not prescribed, although the various table text styles are provided. The formatter will need to create these components, incorporating the applicable criteria that follow.

METHODS

In this study, the method used is the research and development method. Research and development methods or in English Research and Development are research methods to produce certain products and test the effectiveness of these products. While the development model used in this study is the Borg and Gall model. To be able to produce certain products, research that is in the nature of needs analysis is used and to test the effectiveness of these products so that they can function properly, research is needed to test the effectiveness of these products.

RESULT AND DISCUSSION

A. *English Learning Media Products according to the needs of class X MA PKP Al-Hidayah students*

Learning English is a basic need for everyone. Because English is a world language. Many books are published in English. English is also the most widely used communication tool by people. Therefore English is a language that needs to be learned. This is in line with the verse in the Qur'an letter Qs. Al-Mujalah verse 11: O you who believe, if you are told to you: "Be spacious in majlis", then make room for it, Allah will make room for you. and if it is said: "Stand up", then stand up, Allah will exalt those who believe among you and those who are given knowledge by degrees. and Allah is All-Knowing of what you do (Qs. Al-mujJadi verse 11). Also verses of the Koran letter Qs Al-isra 84: Say: "Each person acts according to his own circumstances." Then your Lord knows better who is more true in His ways. (Qs Al-isra ': 84)

The verse above says that everyone who commits an act, they will do it according to their own circumstances (including the surrounding natural conditions). This explains that in carrying out an act requires media so that the intended thing can be achieved. In the world of education, a teacher who wants to teach appropriate material to his students is required to use media as a tool to convey material. The media

does not have to be expensive media but effective and efficient media which is a tool for connecting the teaching and learning process between teachers and students. So that the teaching materials can be understood optimally by students.

If it is related to educational media, this sentence implicitly means that a teacher should discuss with those who know more (in the verse Allah is the all-knowing) about what media is appropriate to use when teaching. This media is very important in achieving the desired learning outcomes. Media that is good and correct will represent the delivery of the material being taught, while media that is not appropriate will not achieve optimal results.

The results of developing English teaching media products are in accordance with the needs of students at MA PKP Al-Hidayah because the developer has carried out research steps systematically by taking the Borg and Gall research model. The development of this media begins with making a research schedule, determining product specifications to be developed, determining the learning structure of media products by making story boards as a basis for making products. The story board continues to be improved based on evaluation or trials starting with the validation process and validation in the field. individuals, small groups and large groups. Until obtaining the final product in the attachment.

Based on the results of individual, small group and large group trials, it can be seen that this learning media product is feasible and good for use in the learning delivery process. This means that the learning media product is in accordance with the needs of the school and is an effective medium for English subject teachers to increase students' motivation to learn English.

B. The development of English teaching media can increase student motivation in MA PKP Al-Hidayah

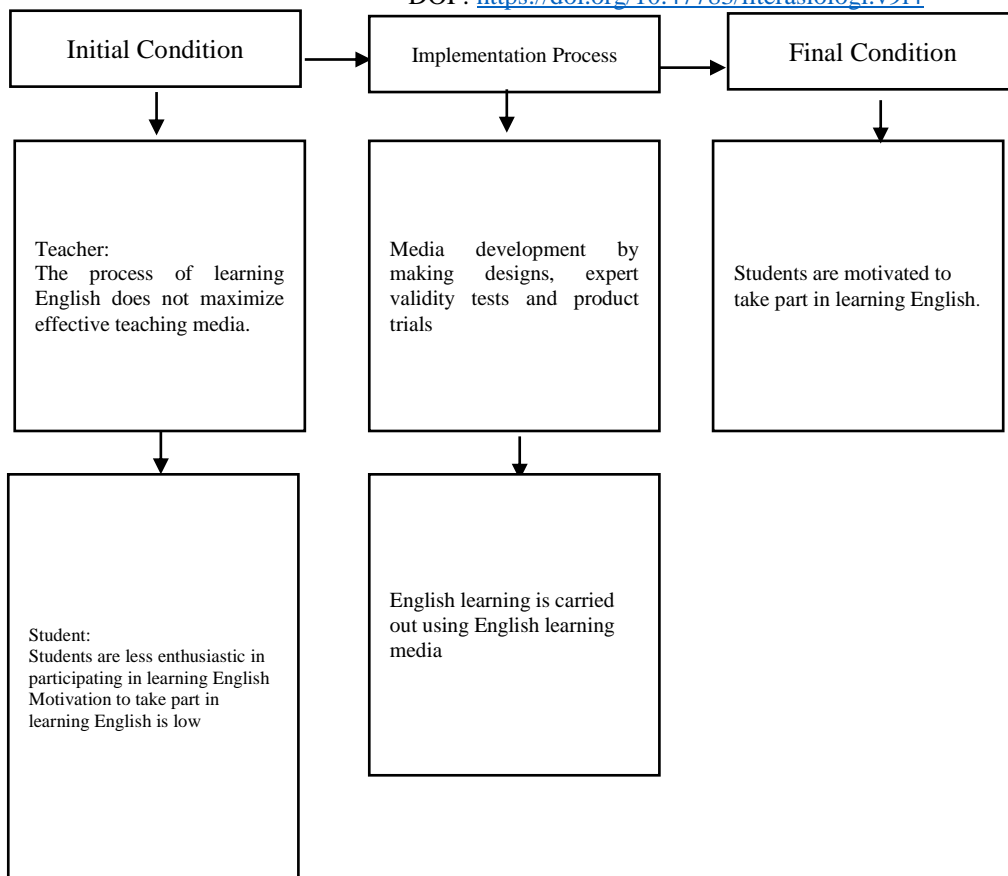
This media is designed to increase student motivation with an attractive appearance from the start (cover) and aesthetics in terms of presentation of images, animation, music and sound. The function as a whole, in other words, this media provides the learning that students want and need because the results of the trial show that students are happy and motivated so that they understand the learning material they are studying. This media product contains text, images, animation, music and sound which helps students' interest in learning English.

Field trials show the feasibility of the product in the quality aspect of media presentation. On the indicators of clarity of basic competencies to be achieved and indicators of program success, readability of study instructions, ease of understanding subject matter, accuracy of presentation order, adequacy of training, adequacy of feedback or response, and the attractiveness of this teaching media obtained very good criteria. Thus the developer can conclude that students give a positive assessment of this product so that the teaching media development program can be followed up to the next step. The quality of this teaching media has been tested in the field and deemed appropriate by the respondents.

Student motivation prior to the development of this product was 58.8%. After conducting one-on-one trials with 3 students, there was an increase of 19%, namely 77.7%, small group trials increased by 5.9%, namely 83.6% and large group trials increased by 2.9%. namely 86.5%. The following are steps to increase the motivation of class X MA PKP Al-Hidayah students in Jambi City, which are presented in the following figure:



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Based on the results of the One to one trials, Small group and Field tests there was an increase in students' motivation in learning English. This states that the product of this media development is rated by the respondents in the good category. The results in the aspect of product display and presentation of learning media as well as aspects of student motivation indicate that learning media products developed by developers can be used in the learning process in class.

CONCLUSION

Based on the results of research on the development of English teaching media conducted by the developer in the previous chapter, conclusions can be drawn from this research, including: Product development in the form of English learning media in the form of CDs (compact disks) which are presented in a systematic, interactive manner according to the needs of students which includes aspects of competence, materials, language rules, pictures, videos, sounds, music. This product can increase students' learning motivation. The results of the final media questionnaire test obtained a significant score of 83.3%. This shows that this English learning media product is very helpful for students in learning English so that it can increase their motivation.

The development of English learning media that researchers develop can increase students' motivation in learning English. This can be seen from the results of observations that have increased from



before development to after development. Student motivation questionnaire data has increased both from one to one trial data, small groups, to field tests. Pre-development student motivation questionnaire data was 58.8%, one-to-one trials were 77.8%, small group trials were 83.6% and large group trials were 86.5%. This proves that this English media can increase student motivation. The data shows the impression of fun learning so that it has an attraction in learning English.

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