

Development of Macromedia Flash Professional 8 on Exposition Text of Senior High School Class X

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Abstract—This study aims to develop learning Indonesian media class X of senior vocational high school (SMK) exposition text material by using Macromedia Flash 8 and determine the feasibility of the media developed. This research is a development which refers to the steps of the methods Research and Development (R & D). The products developed are learning Indonesian media exposition text material in the form of interactive CD. Media that was developed in the validation by expert lecturers as media expert, material expert field of Indonesian and Indonesian language teacher as a user. Subject trials are students of class X SMK Negeri 1 Bantul, Yogyakarta. Subject selection is done by random testing of 12 students at 18 students' products and user trials. Data were obtained through a questionnaire to assess learning media developed in terms of quality and objectives, instructional quality and technical quality. Data analysis is done qualitatively and quantitatively for media evaluation purposes. In the validation phase, instructional media developed sudah declared worth ujicobakan with some revisions. In product testing, instructional media are included in the criteria developed well with an average score of 4.10. the use of the pilot phase, learning media included in the criteria developed very well with an average score of 4.23. Overall, the results of the assessment of students as users through product testing and user trials, learning Indonesian media exposition text material class X SMK developed,

Keywords—*r&d, interactive multimedia, macromedia flash professional 8, text exposition*

I. INTRODUCTION

Creative learning, active, and fun is the main task of teachers in classroom management. Arsyad in [1] argues that the use of instructional media can arouse desire and interest in the new, motivational and stimulative learning activities, and bring a psychological impact on the learner. During this time the teacher has not involved a medium of learning and using the media as simple as using Microsoft Powerpoint be one cause of difficult students understand the material presented due to the unavailability of learning media in the form of an interactive CD, it is considered to be less than the maximum because it has not attracted the attention of students to what is delivered. Students were given the material and exercises in the classroom without any variation by using instructional media [2-4].

Therefore, the choice of learning media types must be adapted to the subject matter, so that the subject matter is easily understood by students with the use of interesting learning media. Multimedia can make learning situations fun [5-7]. The advantages possessed by interactive multimedia are that media can be used in independent learning and classroom learning and reduce learning by

using the lecture method [8,9]. Teachers must choose the right and varied learning media to attract students. If the interest is already owned by students, then students will be more enthusiastic and active in participating in learning activities. When students participate actively in the learning process, student learning outcomes become more optimal.

Interactive multimedia is a form of learning media, Arsyad in [1] states that multimedia can be various kinds of combinations such as text, images, sound, and animation. This combination of media is a unit that together and mutually support and display information or messages that will be sent to the recipient of the message. Interactive multimedia is a multimedia that is equipped with a controller that can be operated by the user, so that users can choose whatever they want for the next process [9].

The rest of this paper is organized as follow: Section II describes research methodology and the data used. Section III presents obtained results and following by discussion. Finally, Section IV concludes this work.

II. PROPOSED METHOD

This research is a research and development-based. The development research method is a research method that is used to produce certain products, test the feasibility of the product. To be able to produce certain products, research is used in the form of needs analysis and to test the effectiveness of the product [10]. The research procedure carried out by researchers in this development was adapted from the development steps developed by Borg & Gall with restrictions. According to Borg and Gall in [3] the development steps are as follows: (1) Potential and problems, (2) Data collection, (3) Model design, (4) Design validation, (5) Design revision, (6) Product trials, (7) Product revision, (8) Usage testing, (9) Product revision, (10) Mass production.

This study aims to (1) determine the development of Macromedia Flash 8 on exposition text material in class X of State Vocational High School 1 Kasihan and (2) find out the responses of students and teachers to the use of Macromedia Flash in the exposition text of class X of State Vocational High School 1. Subjects in this study were students of SMK N 1 Kasihan Bantul Yogyakarta. Vocational students who were the subject of the study amounted to 30 children. The object of this research is the development of Macromedia Flash 8 learning media for class X students on exposition text. The type of research used in this study is Research and Development (R & D)

research. This data collection technique uses interviews and provides questionnaires.

A. Data Source

The source of the data in this study were 1 Indonesian subject teachers and students in class X of State Vocational High School 1 which amounted to 30 people. Data sources are in the form of interview results which include descriptions of learning media and reasons for selecting Indonesian language learning media.

B. Data Collection

Observation or observation is a way of collecting data by the way researchers conduct research in the field directly. The observation technique used is observing Indonesian language learning media used by teachers in teaching and learning activities. Researchers only acted as observers without being involved in the activities being observed.

Interviews were conducted to Indonesian language teachers at the State Vocational School 1 Kasihan Bantul. By conducting interviews, researchers hope to know the teacher's response based on the views and personal beliefs of the research subjects. Thus, research can assess from two sides. Interviews were conducted to explore information related to the use of Indonesian language learning media, the media used in learning, and the constraints experienced by teachers and efforts to overcome the obstacles experienced.

C. Questionnaire

Questionnaire filling was done to Indonesian Language teachers at State Vocational School 1 Kasihan Bantul. By completing questionnaires, researchers hope to know the feasibility of using learning media.

D. Documentation

Documentation in the form of document sources in the form of writings or pictures of learning activities / activities by using a camera to document Indonesian language learning media.

III. RESULTS AND DISCUSSION

A. Development of Macromedia Flash 8 Learning Media on Exposition Text

Research and development (R & D) conducted in this study refers to the steps described by Sugiyono in his book [3] entitled Quantitative, Qualitative, and R & D Research Methods. The steps include (1) potential and problems, (2) gathering information, (3) product design, (4) design validation, (5) design revision, (6) product testing, (7) product revision, (8) product trials, (9) product revisions, (10) mass production. The following is a description and discussion about developing professional Macromedia Flash learning media 8.

B. Teacher and Student Responses to the Use of Macromedia Flash Learning Media in Exposition Texts

Before the development of learning media was carried out, several stages of information gathering were carried out to find out the potential and problems in learning Indonesian in the exposition text. Information collection is carried out

on students or teachers and also students or students of SMK N 1 Kasihan Bantul, information gathering is done by using interviews and also questionnaires. Interviews and questionnaires were conducted to find out as much as potential and also problems in learning Indonesian at school. Questionnaires were distributed to students of SMK N 1 Kasihan Bantul class X, in addition to questionnaires, interviews were also conducted with Indonesian language teachers to find out the students' condition at the time of learning and how to develop Indonesian language learning, especially on exposition texts.

1) Description of Teacher's Interview Regarding Exposition Text Learning

TABLE I. AVERAGE SCORES DATA VALIDATED BY EXPERT IN ALL ASPECTS

No	Assessment Aspect	Average Score	Category
1	Feasibility of Language	4.50	Very good
2	Feasibility of presentation	5.00	Very good
3	Feasibility of media effects on learning	4.60	Very good
4	Appropriateness of appearance	5.00	Very good
Total		19.10	Very good
Average Score		4.78	Very good

Based on Table I, were conducted on Indonesian class X teachers at SMK N 1 Kasihan Bantul, namely Suparman, S.Pd. Interviews are conducted to determine the state of students during Indonesian language learning and to know the potential for developing learning media. Regarding classroom learning, the teacher explains that students understand the exposition text, but many still experience errors in writing. Besides that, the teacher also explained that so far there has been no innovation or use of certain techniques in exposition text material. In exposition text learning only refers to learning in the book without the latest innovations or the use of certain techniques.

2) Description of Student Description Data Regarding the Exposition Text

In an effort to obtain information about learning to write news texts at school and to find out the views or descriptions of students regarding writing news texts, a preliminary study was conducted on 12 students of class X K-2 of SMK N 1 Kasihan Bantul who were the research samples. Based on the data obtained, it can be seen that the average score of all aspects is 4.10 with the "Good" category. From the data above, it can be seen that students mostly like exposition text and know how to make exposition text. However, students want the latest innovation in exposition text learning.

C. Description of Validation Results Data

Validation data analysis is done by converting quantitative data to qualitative data on the validation sheet. The purpose of converting data from quantitative to qualitative data to determine the quality of each aspect that has been assessed.

1) *Description of Expert Lecturer Validation Data*

The data from the research by the expert lecturer is in the form of qualitative data. This data is obtained through filling out questionnaires and consultations in the form of input and suggestions, as well as responses to improve the learning media developed.

Based on the description of the results of the expert lecturer validation, the average score data obtained from the validation results can be seen that the average score obtained from the expert lecturer is 4.78 with the results and into the category of "very good".

2) *Description of Material Validation Results Data*

Validation test by material experts includes four aspects, namely aspects of content / material feasibility, linguistic feasibility, presentation feasibility, media feasibility of learning strategies and overall appearance as described in Table II. Based on the description of the results of the expert material validation in Table II, then the average score data obtained from the material validation experts can be seen that the average score obtained from the material expert is 3.90 with the results and into the "good" category.

3) *Description of Subject Validation Teacher Data*

Validation test by Indonesian Language subject teachers covering five aspects, namely aspects of content / material feasibility, linguistic feasibility, presentation feasibility aspects, feasibility of effects on learning strategies, and feasibility of overall appearance (see in Table III).

TABLE II. AVERAGE SCORE DATA VALIDATED BY EXPERTS OF OVERALL ASPECT MATERIALS

No	Assessment Aspect	Average Score	Category
1	Feasibility of Content	4.0	Good
2	Feasibility of Language	4.0	Good
3	Feasibility of presentation	4.0	Good
4	Feasibility of media effects on learning	4.0	Good
5	Appropriateness of appearance	3.50	Good
Total		23.4	Good
Average Score		3.90	Good

TABLE III. AVERAGE SCORE DATA VALIDATED BY TEACHER OF OVERALL ASPECT MATERIALS

No.	Assessment Aspect	Average Score	Category
1.	Feasibility of Content	4.00	Good
2.	Feasibility of Language	4.00	Good
3.	Feasibility of presentation	4.00	Good
4.	Feasibility of media effects on learning	4.00	Good
5	Appropriateness of appearance	3,67	Good
Jumlah		19,67	Good
Skor rata-rata		3,93	Good

Based on the description of the validation results conducted by the Indonesian subject teacher in Table III, the average score data obtained from the validation results can be seen that the average score obtained from the Indonesian language subject teachers is 3.93 and into the category "good".

1) *Product Trial Results Data*

After validation of expert lecturers, material experts and subject teachers, the next step is to conduct product trials on students. Product trials were carried out twice, namely limited trials and conducting an overall trial of students. This student trial was conducted to determine students' responses and responses to products as users of learning media. Students who were respondents in this product were students of class X K-2 SMK N 1 Kasihan Bantul Sleman, totaling 12 students. Respondents were selected by Indonesian language subject teachers who were Indonesian language teachers in class X K-2. Following are the results of students' trials of learning media.

Calculate the overall average of students' assessment of learning media in product trials. Hence, in getting the overall average that is equal to 4.10 so that in the product testing phase, the developed learning media are included in the "good" criteria.

2) *Usage Test Results Data*

After making revisions based on product trials, the researcher then carried out a trial of usage. Respondents in the use trial were 18 students of class X K-3 SMK N 1 Kasihan Bantul. The product trial is the same as the usage test. Students are given lessons using learning media using instructional media, then students are asked to fill out an assessment questionnaire to give comments and input or suggestions on the developed learning media.

Calculate the overall average of students' assessment of the learning media in the usage test. Then the overall average is 4.23 so that in the testing phase of use, the learning media developed are included in the criteria of "very good".

IV. CONCLUSION

In developing Indonesian language learning media class X SMK exposition text learning methods taken in accordance with predetermined development procedures. In this study the procedures used are in accordance with the procedures for developing R & D models presented by Sugiyono. Based on the results of research and discussion, the following conclusions are obtained.

First, the media produced in the form of Indonesian language learning CDs which included exposition text material. Based on the research and development that has been done, it can be seen the steps of developing learning media by determining the title, purpose, selection of materials, compilation of frameworks, and collection of materials relevant to exposition text material. This learning was developed using a revised development model based on suggestions and input from supervisors, media experts, material experts, Indonesian language teachers and students. The aspects of assessment carried out include five aspects of

feasibility, namely aspects of content or material feasibility, aspects of presentation feasibility, aspects of language feasibility, feasibility aspects of media effects on learning strategies, and graphic feasibility aspects.

Secondly, macromedia flash 8 learning media will be used by students according to the instructions given by researchers. Students use and practice learning media directly, students are very enthusiastic and enthusiastic and active in using learning media. Students are also excited about working on the questions in the professional Macromedia Flash learning media 8 exposition text material. The teacher gives a positive response to the material aspects, linguistic aspects, aspects of overall appearance, media suitability aspects, and excellent presentation aspects and can facilitate the learning process. The teacher also believes that this learning media can help students in learning and make students motivated in learning. The teacher's response to the learning media is also very good and can facilitate the teacher in the teaching process.

More positive student responses lie in media interest. Students feel happy learning to use the media. Students are motivated to learn in the presence of the media. Besides, students are very interested and want to learn again by using learning media. The results of the feasibility study of Indonesian language learning media by media experts with an average of 4.78 with the category "very good". Feasibility test by material experts with an average of 3.90 in the "good" category. Feasibility tests by Indonesian teachers with an average of 3.93 with the "good" category. The results of the feasibility test of Indonesian language learning media by students with an average of 4.23 with the category "very good". From the results of the feasibility test the learning media is known that the learning media are included in the "very good" category so that they are suitable for use as learning media.

A. Suggestion

Based on the conclusions from the research on the development of professional macromedia flash 8 exposition text Indonesian learning media in SMK N 1 Kasihan Bantul, the researchers gave suggestions including: (1) *For The Teacher*- The results of research on interactive multimedia development should be used as a reflection for improving and improving the quality of the use of learning media in learning activities. Teachers should always be creative and active in using learning media to improve learning and learning activities; (2) *For Further Researchers*- The need to conduct further research regarding the development of multimedia and the use of Indonesian language learning media in classes that use the 2013 curriculum. The need for further research regarding the development of multimedia learning by using professional Macromedia Flash 8 with better motivation and results for students.

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