

Developing Interactive Media in Teaching Narrative Text Using Adobe Flash Cs6 at The Tenth Grade of SMKN 2 Pulau Punjung

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Abstrak

Tujuan dari penelitian ini adalah untuk mengetahui efektifitas dari menggunakan media interaktif untuk mengajar narrative text menggunakan adobe flash cs6 dan untuk mengembangkan media untuk kelas sepuluh dari SMKN 2 Pulau Punjung. Di penelitian ini, peneliti menemukan beberapa masalah di dalam kelas: guru menjelaskan materi menggunakan papan tulis, guru menggunakan power point tapi itu tidak interaktif dan kurang menarik dan kurang animasi. Tujuan dari penelitian ini adalah untuk mengembangkan media interaktif dalam mengajar narrative teks menggunakan adobe flash cs6. Jenis penelitian ini yaitu penelitian dan pengembangan (R&D). Penelitian ini menggunakan prosedur ADDIE. Proses ADDIE terdiri dari 5 tahap: 1) analisis 2) disain 3) pengembangan 4) penerapan 5) evaluasi. Penelitian ini dilakukan pada kelas 10 SMKN 2 PulauPunjung. Instrument penelitian ini adalah wawancara, angket dan tes. Kecocokan dari media interaktif dalam mengajar narrative text menggunakan adobe flash cs6 sebagai berikut: 1) hasil rata-rata dari validasi oleh ahli adalah 0,73, 2) hasil rata-rata dari angket guru adalah 92,75, 3) hasil rata-rata dari angket siswa adalah 89,95, 4) sebagai data pendukung, menunjukkan nilai siswa. Rata-rata nilai pre-test siswa adalah 23,09 dan nilai rata-rata dari post-test adalah 79,52. Nilai rata-rata kedua score adalah 25,53. Nilai rata-rata siswa pada post-test lebih dari 75, yakni 79,52. Maka, nilai rata-rata meningkat. Artinya media ini lebih efektif. Berdasarkan penelitian, produk ini telah teruji validitas, kepraktisan dan keefektifannya kemudian dapat digunakan sebagai media pembelajaran sehingga hasil proses pembelajaran lebih menarik dan siswa menjadi lebih aktif dan kreatif.

Kata kunci: *Media Interaktif, Mengajar Narrative, Adobe Flash CS6*

Abstract

The aim of this research is to determine the effectiveness of using interactive media to teach narrative text using Adobe Flash CS6 and to develop media for the tenth grade of SMKN 2 Pulau Punjung. In this study, researchers found several problems in the classroom: the teacher explained the material using a blackboard, the teacher used power point but it was not interactive and less interesting and less animated. The aim of this research is to develop interactive media in teaching narrative text using Adobe Flash CS6. This type of research is research and development (R&D). This research uses the ADDIE procedure. The ADDIE process consists of 5 stages: 1) analysis 2) design 3) development 4) implementation 5) evaluation. This research was conducted in class 10 at SMKN 2 PulauPunjung. The instruments for this research are interviews, questionnaires and tests. The suitability of interactive media in teaching narrative text using Adobe Flash CS6 is as follows: 1) the average result from validation by experts is 0.73, 2) the average result from the teacher questionnaire is 92.75, 3) the average result from the student questionnaire is 89.95, 4) as supporting data, shows the student's score. The average student pre-test score was 23.09 and the average post-test score was 79.52. The average value of the two scores is 25.53. The students' average score on the post-test was more than 75, namely 79.52. So, the

average value increases. This means that this media is more effective. Based on research, this product has been tested for validity, practicality and effectiveness and can then be used as a learning medium so that the results of the learning process are more interesting and students become more active and creative.

Keywords : *Interactive Media, Narrative Text, Adobe Flash CS6*

PENDAHULUAN

Adobe Flash CS6 is one of the software and computer software that is the flagship product of the Adobe system. Adobe Flash CS6 is use to create vector images and animated images, It means that Adobe Flash CS6 can be used to create interactive content, digital advertisements, and web support. In addition, the advantages of Adobe Flash is the most popular web animation technology now, so that it is widely supported by several parties, the small file size with good quality, low hardware requirements and the existence of action scripts that used a code to reduce file size. Researcher use adobe flash cs6 as the media interactive in teaching.

Loli Safitri said that Media is everything that can be used to stimulate thoughts, feelings, attention, and learning progress so that it can encourage the learning process to occur in the learning itself (Loli Safitri ,2013). Inungdiah kurniawati said that interactive multimedia is a device that is equipped with a control device that can be operated by its users in choosing something they want. Its purpose is to facilitate the learning process. The other hand, Interactive media was two-way communication between students and the media. Then, the benefits of interactive media are that the learning process is more interesting, more interactive, the amount of teaching time can be reduce and the quality of learning can be improve, and then the teaching and learning process can be done anywhere and anytime, and student learning attitudes can be improve. Interactive media play an important role in narrative text learning because interactive media can display sounds or image at once and respond to user action. Furthermore, Syahrul said that Multimedia provides opportunities for educators to develop learning techniques and also produce maximum result. Essentially, it meant the achieve learning objectives, educators need to understand learning techniques that are useful in the teaching and learning process(Inung Diah Kurniawati,2021)

One of the materials taught in the tenth grade of SMKN 2 Pulau Punjung was narrative text. The narrative text was one of the many texts taught at the SMK level. The narrative text was a text that contains imaginary stories, fairy tales or true stories that have been exaggerated. The types of narrative text are fable, myth, legend, folktale, fairy tales, love story, personal experience and a slice of life. The purpose of narrative text was to entertain the reader about a story. In general, it was found that students still had difficulty in understanding this narrative text. Narrative text material had been repeatedly taught at each level.

The results of the preliminary research that the researcher did the first, the teacher explained the material conventionally, such as with English books and note book. Then, the teacher only asked students to pay attention to the teacher in explaining and after that the students made a notes what the teacher explains in front of the class. Second, the teacher spends a lot of time explaining the learning material. Third, the students are not interested in pay attention to the teacher who explains the learning material in front of the class. In addition, the researchers also conducted interviews with teachers. The results of these interviews was the teachers sometimes also used PowerPoint media to assist teachers in explaining learning materials. PowerPoint as a medium in learning made the students interested in learning, but the students were not interactive with the media and PowerPoint only focuses on explaining the material.(Syahrul,2019).

Based on the observation in the class by researcher, at the time the teacher was teaching narrative text. Then, the teacher used printed books as a learning tool. Sometimes, the teacher wrote the material on the blackboard, then the teacher explains to the students and it takes a lot of time. After the teacher explained and the teacher asked students to copy

notes into student's notebooks. Then the teacher provided the opportunity for students to took notes until the students finished and the bad habits of students are that most of the students often chat with their classmates, crowd, and play on their hand phone. In case, used of printed book media or conventional methods is not effective in learning.

The second problem based on the researcher interviews with teacher that sometimes the teacher used power point as a medium to teach. However, power point only explained the materials and it was not interactive between students and the media. It's all because teacher used printed books more often than they used power points that teachers had gave to students. Based on the interview, the teacher said that it gave same response after being gave the power point media for several times.

The third problem, researcher interviews the teacher. The teacher showed examples of the material used power point to the researchers, it had the problem the students quickly felt bored in learning English. It's because less interested and less animation media provided by the teacher. In case, the habits of students who often chatting, sleeping on the table, and playing on their hand phone while the teacher explain the lesson. In addition, the teacher display of the power point media as a learning tools. As perspective the researcher, the power point media used was too simple and less attractive because of less animation, and it's only focused of the presentation.

Explanation of the problem above was the reason for chose to develop media to solve problems in teaching and learning narrative text. Which would helped teacher be more creative in made media and helped students also in remembering material taught through new learned media and combining The teacher teaches by explaining the songs, videos, music, text, and animated images. Based on the description above, researchers were interested in conducting research with the title "developing media interactive in teaching narrative text using adobe flash cs6 at the tenth grade of smkn 2 pulau punjung".

METODE

Based on the problems and purpose had stated before, the researcher used research and development (R&D) for this research. R&D was the research the aims to created a new product. There were some definitions according to expert. According to Sugiyono, R&D is a research method which is used to produce a specific product and test the effectiveness of the product. The similar one was also conveyed by Sujadi, R&D was a processed or step to developed a product or completed an existing the product responsibly. The product was not always in form of object or hardware, such as books, modules, learning aids in the classroom or in the laboratory, but it could be software such as computer programs for data processing, classroom learning, or models of education, learning, training, guidance, evaluation and other. In this study the authors chose the ADDIE model. The choice of this model was based on the consideration that this model was developed systematically and rests on the theoretical foundation of learning design. This model was arranged in a programmed manner with sequences of systematic activities in efforts to solve learning problems related to learning resources that are in accordance with the needs and characteristics of students. This model had five steps or stages that are easily understood and implemented to develop development products such as textbooks, learning modules, learning videos, multimedia and so on.

ADDIE model could be used for various forms of products such as models, learning strategies, learning methods, media and teaching materials. Branch stated that creating product used an ADDIE process remains one of today's most effective tools. Because ADDIE was merely a process that serves as a guided framework for complex situations, it was a appropriate for developed educational product and other learning resources. The procedure of this research was ADDIE model. The subject of this stage was students of tenth grade of SMKN 2 Pulau Punjung. There were five class of tenth grade and researcher took one class, the Tata Boga class. Students were 21 as subject on the sample. Design of this research was one group pretest-posttest design. Thus the result could be known to be more accurate, because researcher could compare with previous stage given treatments. In this research,

the researcher used three instruments which are questionnaire and test. Researcher analyzed of the data in two ways within instruments form, namely: quantitative and qualitative. The researcher would analyze the data of instrument to got research and researcher used ADDIE.

HASIL DAN PEMBAHASAN

Based on the explanation on the formulation of the problem, the researcher had obtained points which were the objectives of developing interactive learning media, which were as follows: This media development used the *Research and Development (R&D)* method. The model used in this development was the ADDIE model. The ADDIE model consisted of several stages, namely: *Analysis, Design, Development, Implementation and Evaluation*.

The first stage was analysis. Analysis stage was the reason of developed interactive media. At the analysis stage was *Need analysis* was the collection of references in the form of syllabus, RPP and material that would be the subject of media development, curriculum analysis and student's analysis. The results of information about the learning process, student characteristics and development of learning media obtained from observation and interview activities that had been carried out on 25th February.

The second stage was Design. After the data of need analysis were obtained, the next step was planning to design the product. The design stage was the stage of designing interactive learning media which included formulation of objectives for made interactive media, making navigation structures and made storyboards. The media would design with interest, after design the product, the researcher was ready to developed the product with collecting material before.

The third stage was developed. Material that the researcher got from book, Google, and the other source based syllabus. After designed the product, the researcher created an interactive media. This development phase was the stage of made and developed media from all components that had been prepared to become a unified whole in accordance with the navigation structure and storyboard that had been designed before. After the media was finished, validation was carried out by several experts to obtain suggestions for the development accompanied by media feasibility assessment instruments.

The fourth stage was implementation. The suitable of Adobe Flash based interactive media to teach narrative text was proven by employing descriptive qualitative and quantitative data. The result of quantitative data from experts and students and trial subjects was analyzed using descriptive quantitative method. Interactive media used adobe flash cs6 was valid, practical and suitable used in teaching narrative text in SMKN 2 Pulau Punjung. It was shown as follow: 1) the average result of validation of experts was 0.73%, 2) the average result of teacher's questionnaire was 92.75, 3) the average result of student's questionnaire was 89.95, 4) as supporting data, it was shown in student's score. The average of students pre-test was 23.09 and the average score of post-test was 79.52. The average score both of them was 25.53. The students means score on post-test was higher than 75, that was 79.52. So, the means score was increased. Considering explanation above, it could be concluded that interactive media using adobe flash cs6 was valid, practical, and suitable to be applied in teaching narrative text of the tenth grade students in SMKN 2 Pulau Punjung.

The last stage was evaluation. In this stage, developed interactive media would be differenced after the researcher did validation and did practicality with expert, teacher and students because the media still had weaknesses.

It's according to Kustandi who found that there was the benefit of the interactive media, as follow: (Cecep Kustandi, 2013).

1. To make the learning process more interesting
2. Interactive learning process
3. The amount of teaching time can be reduced
4. The quality of teaching can be improved

5. The learning process can be done anytime and anywhere
6. Attitudes and learning can be improved.

SIMPULAN

As the result of the research which had been described and discussed in the previous chapter, the researcher concluded: Based on the need analysis, interactive media had some component such as; media like interactive media that could made students more fun using the media and support learning to be active, learning media that suitable between material and KD, learning media that suitable with student's needed to learn, and media that easy to used by teacher and students. Developed interactive media based adobe flash cs6 can operable used computer or laptop without made error because interactive media used memory of small spaces. Interactive media used adobe flash cs6 was valid, practical and suitable used in teaching narrative text in SMKN 2 Pulau Punjung. Considering explanation above, it can be concluded that interactive media using adobe flash cs6 was valid, practical, and suitable to be applied in teaching narrative text of the tenth grade students in SMKN 2 Pulau Punjung.

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