THE IMPLEMENTATION OF INTERACTIVE LEARNING MEDIA USING MACROMEDIA FLASH FOR PRIMARY EDUCATION IN TARAKAN

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Abstract

The objectives of this research are to describe the implementation of interactive learning media using macromedia flash and to describe the teachers' and students' responds of this interactive learning media using macromedia flash for primary education in Tarakan. The instrument of this research was the researcher herself. The approach used in this study is essentially qualitative with complementary quantitative data. The qualitative research used to see the procedure of the real fact implementing of interactive learning media using macromedia flash for primary education in Tarakan. The supportive quantitative analysis was employ to measure the highest score of teachers' and students' responses in the questionnaire. The data were analyzed by using non-parametric statistics. Meanwhile, qualitative analysis is used to describe the data in words or in making interpretations on the findings based on interview by the teacher and classroom observation checklist. The result showed that media was appropriate to make students' interest in learning English, the media and topics were also related to syllabus such as numbers, alphabet, colors, things, and parts of body. Based on teachers' responses of questionnaire, there are 5 (100%) teachers respectively confirmed option A that they assumed that media is very important and can help them in teaching and learning process especially in English subject. Meanwhile, based on students' responses of questionnaire showed that the highest percentage was 21 (72,44%) students respectively confirmed option A that media can be helped in understanding English language..

Keywords : *Interactive Media, Macromedia Flash, Primary Education.*

INTRODUCTION

English at the primary level in Indonesia is offered as an elective subject and categorized as a local content subject. An elective subject means that it depends on the school's readiness, particularly with the teacher resources, learning resources and curriculum. English in primary school is from the fourth grade. The major motivating rationales underlying the decision to introduce English to young learners are the status of English language and Indonesian's political and economic commitment to keeps up its relations with foreign countries using English. Besides political reasons, parents' demand also forces the school to provide English education. Parents are concerned that their children achieve high levels of English language proficiency and they are aware of that learning English in earlier age support their children for better learning process in higher level.

Some young leaners have their own characteristics. There are some of their generally characteristics that teachers should know, such as: they have short attention span. So teachers should vary their techniques to break the boredom and they should give varied activities as games. They are also imaginative, use pictures to teach vocabulary in English related to concrete meanings. Some children's special characteristics in learning the language, they are: children respond the language well through concrete things (visual things) rather than abstract

things, children will be enthusiastic if they are taught using fun activities or being involved in activities, and children need physical movements and real activities to stimulate their thinking. Meanwhile, there are two main problems related to the quality of teachers of English in primary school: the majority of teachers do not have qualifications in English education and those teachers who do have an English education background (EB) were not trained as primary school English teachers.

Teacher education programs in Indonesia currently prepare pre-service English teachers for teaching in junior high schools and not in primary schools, because the national curriculum for English language education in Indonesia focuses on junior high and senior high school students. As a result, many schools may offer English without having the necessary teachers or facilities. It will be implicated in the teaching technique, students' achievement and the atmosphere in teaching and learning process in the classroom.

Furthermore, learning process based on curriculum need to be supported by learning media, one of them is electronic media such as disc/tape, video, interactive animation, etc. To evoke and increase students learning interest can be implemented by giving a different touch in the learning process, such as by using animation or interactive learning media to learn English in primary school. The teachers can use some media in the English teaching and learning process as the way to make an interactive learning class.

Using media which can be demonstrated directly for the issues, interactive and more interesting like multimedia is important in learning process. Healey et. al (2008: 17) stated that teaching learning process with multimedia is more fun and educated. She also states that using multimedia in the classroom, it can stimulate the students' brain to be more creative. In this way, the teachers of English can take full advantages of technology to teach English in the non-native speaking countries. The important advantages of the use of multimedia technology are motivates students to learn English, develops students' communicative competence, improves teaching efficiency, enhances interaction among students and between teachers and students, creates a conducive teaching environment in the classroom and provides opportunities for English teaching outside the classrooms.

Macromedia flash is one of the multimedia that used as media in learning process. It is a program that designed to create animated, games, cartoon animation and application such as interactive multimedia product demos and interactive tutorial. Macromedia flash is combination of learning concept with audio visual technology capable of generating new features that can be used in education. It is also providing a kind of quiz that will make the teaching and learning process more attractive than before. The students will feel fun, relax, enjoy and they will easier in mastering the material.

Most materials in LKS (*Lembar Kerja Siswa)* provide students with difficult exercises. For instance, students are asked to write a descriptive text (describing places) and a procedure text (e.g. how to make a cup of tea). Meanwhile, primary school students are expected to understand the meaning of descriptive pictures and they do not learn a procedure text. Then, the common exercises found in LKS are translating and creating a short text, memorizing long sentences, spelling the paragraph. In fact, the teaching materials are lack of authenticity. It also makes young students lose interest quickly then they will find that English is as a difficult lesson. However the former of ALTs Richard Graham and Will Jasprizza to make primary school language teaching fun, they have been suggested use a list such as a "menu" for the teacher or supervisor can choose. The menu are animals, insects, gestures, games, feelings, fruit, food, drinks, weather, numbers, action, day and date, greetings, colours, clothes, body parts, sports modes of transport, family members, directions, names of countries and telling the time.

The objectives of this research were to describe the implementation of interactive learning media using macromedia flash and to describe the teachers' and students' responds

of this interactive learning media using macromedia flash for primary education in Tarakan. According to Adjie (2006: 12), Macromedia Flash 8 is the most flexible program in making interactive animations, games, quiz, learning and teaching materials and other animated display. By using Macromedia Flash 8 in language and learning process can hold students' attention by causing them to shift from one form of learning to another. It can also make students have motivation in learning English. Meanwhile, Sudjana and Rivai (2002: 4-5) make a list of six criteria for the selection of media. The criteria are shown: (a) the media match the teaching objectives, (b) the media support the content of teaching materials, (c) the media are easy to be obtained, (d) teachers are able to use the media, (e) there is time to use the media, and (f) They are relevant with students' cognitive level

METHOD

The approach used in this study is essentially qualitative with complementary quantitative data. Denscombe (2007: 287) describes qualitative research as the research procedure or oral research from people and activity which can be observed. The qualitative research used to see the procedure of the real fact implementing of interactive learning media using macromedia flash for primary education in Tarakan.

The supportive quantitative analysis was employ to measure the highest score of teachers' and students' responses in the questionnaire. The data were analyzed by using non-parametric statistics. Meanwhile, qualitative analysis is used to describe the data in words or in making interpretations on the findings based on interview by the teacher and classroom observation checklist. The instrument of this type of research was the researcher herself. The researcher acted as the data collector, analyst and finally the reporter of the research findings. In this research, the researcher herself was the key instrument for collecting data. The interview guide used for teachers' response after they operate the media. Questionnaire used as instrument to know the teachers' and students' responses. The classroom observation checklist used in implementing teaching and learning process.

The data in this research was collected using interview guide, questionnaire and classroom observation checklist. Interview guide to find out teacher response after they operate the media, but the researcher used unstructured interview. Questionnaire as one of the instrument in this research, according to Sugiyono (2012: 142) questionnaire is a technique of data collection which is done by giving a set question or statement to the respondent to answer. The questionnaire in this research will be used to collect data on the advisability of interactive learning media using macromedia flash 8 and teachers' and students' responses. Meanwhile classroom observation checklist used in teaching and learning process.

The data analysis has three main processes. They are: (a) Data Reduction, at this process, the researcher selects, focuses, and transforms the data from interview, questionnaire and classroom observation checklist. The researcher limited data to that those related to learning media. (b) Data Displays, this means that the data- after being reduces- are organized so that the researcher can draw conclusion and action. The displays could be in form of descriptive quantitative and qualitative. (c) Conclusion drawing/verification, this is the final process of the whole data analysis processes. The expected conclusions of this research are about the implementation of interactive learning media. The data are compared with teachers' and students' responses.

RESULTS/FINDINGS

The Result of Classroom Observation Checklist

The researcher did classroom observation of 5 (five) primary school in Tarakan. Classroom observation checklist used as the instrument to describe teaching and learning process in the classroom. In this instrument there are 9 (nine) items the activities to be observed or not in the teaching and learning process. The first activity was the learning process makes the students have motivation. One of five primary schools showed the students did not have motivation. It also suitable with students' responses in questionnaire, 15 students gave responses they have less motivation learning using this media.

The second activity was the learning process influence the climate, conditions and learning environment. All of primary schools showed this activity to be observed. It can be concluded that learning using media has positive impact in the climate, conditions and environment. The third activity was the learning process creates positive interactive between student and media. Based on the observation the students felt confused when operate it in the beginning but after they follow all the direction in the media, the students felt enjoyed operate the media. It means the media has positive interactive for students.

The fourth activity was the learning process makes the students learn without teacher. All of primary schools for this item to be observed, it indicates that the students can learn English using this media without teacher or by themselves and anywhere, anytime they can use it. The fifth activity was the teacher delivers the material more effective. For this activity, the teachers were not as facilitator to deliver the materials but the media as their tools in learning process by them. So, all of primary schools did not observed for this activity.

The sixth activity was the teacher helps students in learning process. Based on the observation the teacher only as the guide when the students found troubles or obstacles, it indicates that the teacher did not give directly guiding in learning process. The seventh activity was the classroom very crowded, all of students in 5 (five) primary school very enthusiastic in order that the classroom very crowded. The eighth activity was the students did not understand operate the media. In this activity, the students seem difficulties operate the media or macromedia. It also suitable with students' responses of questionnaire that 69 students of 5 primary schools felt very hard and hard options when they operate it. The last activity in this observation checklist was the students can share the answer with each other. Based on the observation, the students were focused in learning using media in order that the students can't share the answers. It can be concluded that media was appropriate to make students interest in learning English.

The Result of Interview

The researcher interviewed the teachers by using interview guide. Interview with teacher were conducted to gain information about their opinion related to learning media. The type of interview used in this research was unstructured interview. It means the researcher can add more questions related to condition and responses from interviewee.

Based on the first question of interview, the objective of this question was to know teacher's expectation about media in teaching and learning process. From this question all teachers gave answer they need to use the other learning media besides Students' Worksheet, Students' Book and etc. They said that by using interactive learning media can increase students' achievement and more motivation in teaching and learning process. Teaching and learning media is a tool used by teachers when teaching to help clarify the subject matter presented to students. Based on the teachers' responses, it can be concluded that the teacher need learning media in teaching and learning process, especially interactive learning media in order that students' interest in learning English. Nowadays, some students can operate various

gadgets, by using these tools the students still learning English anywhere and anytime. Learning English by using macromedia flash 8 as an alternative media especially for primary students.

The objective of second question of interview was to know their responses about interactive media suitable with students' characteristic. From 5 (five) teachers gave same responses. The teachers said that interactive media suitable with students' characteristics are LCD (Liquid Crystal Display), Power Point, Pictures, Computer, Video and Macromedia. These media can help teacher in teaching and learning activities such as teaching and learning activities are more interesting and interactive, students will be more focus, students have more motivation in learning and so on. Based on the teachers' responses, it can be concluded that so many media that used in teaching and learning process and the advantages of using media in teaching and learning activities. It can be given positive impact for students' interest and motivation. But, it needed support from school of facilities and teachers must understand about the function of media in order to achieve learning objectives, choose the appropriate media based on students' needs and characteristics.

The third question of interview was to know whether teacher using or not interactive media, and how the teacher can create or make it. Based on their responses, 3 (three) teachers said they ever using teaching and learning media such as Power Point that they made it by themselves and CD (Compact Disk) that they bought from Book Store. The teacher made interactive media to students in order to students can easy in learning process and understand the materials. 2 (two) teachers gave answer they did not make interactive media because two years ago English subject is not compulsory subjects in the schools. But they want to making and creating by themselves, after they know learning media is very important in teaching and learning process based on the students' responses after they implemented learning media by using macromedia. Based on the teachers' responses above, it can be concluded that the teachers need interactive teaching and learning media that they can make or buy it in Book Store. It used in teaching and learning process in the classroom.

The Fourth question as unstructured interview asked for two teachers to know their opinion about the product or this media. They said this media gave many contributions for education especially teaching and learning activities. It also was influencing students' interest, motivation and achievement. This media appropriate with students' characteristics which is contains attar ctive pictures and animation. From these responses, it can be concluded the product or this media can gave contribution for teaching and learning of primary schools. Meanwhile one teacher asked about whom is the teacher using media besides book. The teacher said not all teachers in this school using media besides books but only fourth, fifth and sixth grades the teacher using LCD as their media in teaching and learning process.

The last questions also as unstructured interview, one teacher asked their opinion about media that usually they use. The teacher said using LCD it can help not only to deliver the materials to students but also the media is good and efficient. One teacher already asked about their opinion related to this product or media appropriate to young learners. The teacher said it can appropriate to young learners if the materials based on Syllabus and curriculum. The researcher can concluded that, one of advantages learning media was not only for teacher deliver or explain the materials but also for students to easy understand the materials. The product already appropriate to syllabus of primary school and the topic also related to syllabus such as numbers, alphabet, colors, things, and parts of body.

The Result of Questionnaire

The teacher's and student's questionnaire had eight questions. It was conducted to know their feedback and responses after they did try out of the product or implemented it. The both

of questionnaire had different questions. Accordingly, teachers' and students' responses were tabulated and analyzed below.

Table 1. Teachers' Responses of Questionnaire

ITEM NUMBERS	ANSWER OPTIONS			TOTAL
	A	B	C	
1	5 (100/%)	0 (0%)	0 (0%)	5 (100%)
2	5 (100%)	0 (0%)	0 (0%)	5 (100%)
3	5 (100%)	0 (0%)	0 (0%)	5 (100%)
4	5 (100%)	0 (0%)	0 (0%)	5 (100%)
5	2 (40%)	3 (60%)	0 (0%)	5 (100%)
6	2 (40%)	3 (60%)	0 (0%)	5 (100%)
7	4 (80%)	1 (20%)	0 (0%)	5 (100%)
8	5 (100%)	0 (0%)	0 (0%)	5 (100%)

The data above displays that the questions number 1, 2, 3, 4, and 8 had same answer. There are 5 (100%) teachers respectively confirmed option A that they assumed that the question number 1, media is very important and can help them in teaching and learning process especially in English subject. The question number 2 and 3, the content and quiz of the media appropriate to syllabus or curriculum and students' characteristics. For question number 4, the teacher absolutely gave response using media can increase previous learning method. Question number 5 had various answer, there are 2 teachers gave response using media can decrease teachers' job description. Meanwhile 3 teacher gave response less decrease it. Question number 6, there are 2 teachers very agree if the media can be used anytime and anywhere without teacher. 3 teachers gave responses less agree for this questions. For questions number 7, only 1 teacher gave response less agrees if this media can increase effective and efficient timing for learning. The last questions all of teachers gave response the students were interest in learning English subject.

Table 2 Students' Responses of Questionnaire
(Topic: Things)

ITEM NUMBERS	ANSWER OPTIONS			TOTAL
	A	B	C	
1	21 (72,44%)	7 (24,14%)	1 (3,45%)	29 (100%)
2	18 (62,07%)	11 (37,93%)	0 (0%)	29 (100%)
3	5 (17,24%)	15 (51,72%)	9 (31,03%)	29 (100%)
4	15 (51,72%)	13 (44,83%)	1 (3,45%)	29 (100%)
5	12 (41,38%)	17 (58,62%)	0 (0%)	29 (100%)
6	8 (27,59%)	10 (34,48%)	11 (37,93%)	29 (100%)
7	14 (48,28%)	15 (51,72%)	0 (0%)	29 (100%)
8	13 (44,83%)	14 (48,28%)	2 (6,90%)	29 (100%)

The data above showed that the highest percentage was 21 (72,44%) students respectively confirmed option A that media can be helped in understanding English language. 18 (62,07%) students confirmed the media layout very interesting. Question number 3, there are 15 (51,72%) students found few difficult when they operate it. The students also gave response

that words and sentences was very clear to read by students. 17 (58,62%) students understood the materials. 11 (37,93%) students gave response they like opening and closing scene in this media. 15 (51,72%) students had less motivation in learning English and 14 (48,28) confirmed that this media can be used anytime and anywhere. It can be concluded that in this topic, the media can be used for students anytime and anywhere in order to make they had the other way in learning English but still had lack of motivation.

Table 3 Students' Responses of Questionnaire
(Topic: Alphabet)

ITEM NUMBERS	ANSWER OPTIONS			TOTAL
	A	B	C	
1	36 (100%)	0 (0%)	0 (0%)	36 (100%)
2	35 (97,22%)	1 (2,78%)	0 (0%)	36 (100%)
3	0 (0%)	14 (38,89%)	22 (61,11%)	36 (100%)
4	36 (100%)	0 (0%)	0 (0%)	36 (100%)
5	33 (91,67%)	3 (8,33%)	0 (0%)	36 (100%)
6	4 (11,11%)	31 (86,11%)	1 (2,78%)	36 (100%)
7	35 (97,22%)	1 (2,78%)	0 (0%)	36 (100%)
8	34 (94,44%)	2 (5,56%)	0 (0%)	36 (100%)

The data in this topic explained for only highest percentage, 36 (100%) students respectively confirmed same answer for question number 1 and 4, they chose Option A. It meant this media can be help students in learning English and the words and sentences very clear. Question number 2 and 7 had also similar percentage, there are 35 (97,22%) students stated the layout very interesting and they felt very motivate in learning English. 22 (61,11%) students didn't find problems or obstacles when operate it. The students felt understanding the content of the media, there are 33 (91,67%) students. In this media they very like quiz part, 31 (86,11%). 34 (94,44%) students confirmed this media can be used anytime and anywhere.

Table 4 Students' Responses of Questionnaire
(Topic: Numbers)

ITEM NUMBERS	ANSWER OPTIONS			TOTAL
	A	B	C	
1	25 (96,15%)	0 (0%)	1 (3,85%)	26 (100%)
2	25 (96,15%)	1 (3,85%)	0 (0%)	26 (100%)
3	0 (0%)	15 (57,69%)	11 (42,31%)	26 (100%)
4	24 (92,31%)	2 (7,69%)	0 (0%)	26 (100%)
5	21 (80,77%)	5 (19,23%)	0 (0%)	26 (100%)
6	1 (7,69%)	22 (84,62%)	2 (7,69%)	26 (100%)
7	26 (100%)	0 (0%)	0 (0%)	26 (100%)
8	14 (53,85%)	5 (19,23%)	7 (26,92%)	26 (100%)

The table above seems that 25 (96,15%) students respectively confirmed option A that the media can help and layout very interesting for students. 15 (57,69) students gave response

few difficulty operate it. 24 (92,31%) students gave response that the words and sentences very clear. The students very understand of content and quiz, there are 21 (80,77%). 22 (84,62%) students chose quiz scene as their favorite part. All students felt very motivate in learning English using media. 14 (53,85%) students can be used anytime and anywhere.

Table 5 Students' Responses of Questionnaire
(Topic: Colour)

ITEM NUMBERS	ANSWER OPTIONS			TOTAL
	A	**B**	**C**	
1	24 (96%)	0 (0%)	1 (4%)	25 (100%)
2	24 (96%)	1 (4%)	0 (0%)	25 (100%)
3	0 (0%)	13 (52,00%)	12 (48,00%)	25 (100%)
4	24 (96,00%)	1 (4,00%)	0 (0%)	25 (100%)
5	22 (88,00%)	3 (12,00%)	0 (0%)	25 (100%)
6	6 (24,00%)	14 (56,00%)	5 (20,00%)	25 (100%)
7	21 (84,00%)	3 (12,00%)	1 (4,00%)	25 (100%)
8	21 (84,00%)	2 (8,00%)	2 (8,00%)	25 (100%)

The table above of colour topic showed that the highest percentage was 24 (96%) students respectively confirmed option A that media can be helped in understanding English language, layout very interesting, and words and sentences was very clear to read by students. 13 (52,00%) students confirmed that few difficult when the students operate it. 22 (88,00%) students understood the materials. 14 (56,00%) students very like quiz scene in this media. Then, 21 (84,00%) students gave response very motivate and the media can be used anytime and anywhere.

Table 6 Students' Responses of Questionnaire
(Topic: Parts of Body)

ITEM NUMBERS	ANSWER OPTIONS			TOTAL
	A	**B**	**C**	
1	18 (94,74%)	1 (5,26%)	0 (0%)	19 (100%)
2	19 (100%)	0 (0%)	0 (0%)	19 (100%)
3	2 (10,53%)	12 (63,16%)	5 (26,53%)	19 (100%)
4	17 (89,47%)	2 (10,53%)	0 (0%)	19 (100%)
5	11 (42,11%)	8 (42,11%)	0 (0%)	19 (100%)
6	4 (21,05%)	13 (68,42%)	2 (10,53%)	19 (100%)
7	19 (100%)	0 (0%)	0 (0%)	19 (100%)
8	17 (89,47%)	2 (10,53%)	0 (0%)	19 (100%)

The data above displays that 18 (94,74%) students respectively confirmed option A that they the media can help them, all of students stated that the layout very interesting and had high motivation in learning English using media. 12 (63,16%) students confirmed that few difficult when the students operate it. 17 (89,47%) students gave response that the words and sentences very clear media can be used anytime and anywhere. 11 (42,11%) students confirmed that the students felt understanding the content of the media. And there are 13 (68,42%) students like quiz part in this media.

CONCLUSION

In this media the researcher already had 5 (five) topics for primary school, the researcher also three instrument to collect the data. Classroom observation checklist used in teaching and learning process find out the implementation of learning media. According to Arsyad (2011: 15) stated that the main function of the media as a tool for learning is teaching that influence the climate, the conditions, and the learning environment organized and create by teachers. Learning media can be used to help teacher deliver the materials. Teaching and learning media should relate to syllabus and students' characteristics.

In these media the researcher determined the topic based on syllabus for primary schools. Based on the classroom observation checklist seems positive interactive between students and media. The students were also had motivation in learning English using media. Unstructured interview used to find out the teachers' responses after implemented the media. Questionnaire also used to collecting the data to find out teachers' and students responses. It has also impact the factors to influence of students' interest, it was also gave positive impact for students of implementing this media.

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