

# CHAPTER I

## INTRODUCTION

### A. Background of the Study

The current globalization-driven era by the rapid information technology development has become an unavoidable factor in the field of education. Teachers must now meet the demands of students to make use of the on-campus facilities, which will probably continue to change as the times do. Learning materials have evolved in tandem with technology advancements. The method that learning is done has evolved with the introduction of technologies like computers and interactive activities. Demands from around the world highlight how crucial it is for the educational sector to keep up with technology advancements to raise educational standards. One of the key elements in a nation's progress is its level of education. In the contemporary globalized period, the advancement. Technology is developing quickly in the contemporary globalized era and is having a significant impact on many facets of human existence, including education. One of the main ways that technology is improving education in schools is through its use.

Learners' meaningful learning experiences can be enhanced by the usage of media in the classroom (Dale, 1969). Learning occurs when students and teachers connect, either directly through in-person activities or through educational materials. Learning activities aim to enrich students' life experiences, develop their character, increase their knowledge, and mold their attitudes. Students who do not use educational media to learn are more likely to become bored and less fascinating. As a result, a teacher must think about how to help students grasp the subject matter. When it comes to interacting and communicating with students in the classroom, learning media is a valuable tool for teachers. (Dale, 1969) asserts that there are several ways in which pupils might learn, such as via taking direct action, observing, and learning through media, and hearing through language. As a result, it is imperative that media be used in the classroom for educational purposes. Creating an environment that is conducive to learning in an efficient and successful manner is one of the tasks that must be done.

A range of tangible instruments are utilized in learning media to display interactive educational content (Dale, 1969). Video cameras, video recorders, tape recorders, films, slides (framed images), pictures, charts, televisions, and computers are some examples of these instruments. Since learning media development calls for a high degree of originality (Gegne and Briggs, 1992). Junior high school teachers and students must be very creative in their use of learning media if they hope to improve the quality of instruction, particularly when it comes to using computers. It is anticipated that the use of effective learning resources will influence

students' motivation and academic performance. Learning media, according to Miarso (2007: 458), is anything that is used to channel signals that can stimulate learners' thoughts, emotions, willingness, and focus to support a deliberate, planned, and regulated learning process. The range of learning technology and media types is expanding in tandem with the times.

Multimedia refers to a presentation that combines many forms of media, such as text, images, animation, audio, and video. The idea of interactive multimedia emerged because recent technological advancements make it possible to incorporate interactive aspects into multimedia. Users can immediately interact with the content displayed through interactive multimedia by clicking, selecting, sliding, or entering. The user's interest in comprehending information may grow because of this engagement. Interactive multimedia features include the ability for the user to interact dynamically with the content, feedback on each input from the user, and a range of storyline possibilities depending on the selections chosen by the user. The addition of interaction makes the information presented by multimedia easier to interpret and enhances the interest and significance of the user experience.

One of the abilities that is crucial to fully grasp is speaking. However, in practice, a lot of students still experience anxiety and lack bravery when required to speak in front of others, as in class presentations or discussions (Ariyanto et al, 2019). This is a result of insufficient direct speaking practice. The unwillingness of students to become more motivated to speak English might be an indicator of a teacher's weakness if he does not take use of the many resources that are currently available (Anshar, 2007). However, oral communication proficiency is essential for future professional advancement. Regretfully, there are still not enough specialized resources in schools to help kids improve their speaking abilities. Because of this, students' performance in speaking domains like speeches and debates is still comparatively low. Therefore, to raise students' speaking abilities, improvement initiatives involving efficient teaching strategies and curricula are required. Thus, the use of interactive media which is diverse and entertaining is required.

Adobe Flash Professional CS6 Software is one program that may be used to generate multimedia interactive content. The computer program Adobe Flash Professional CS6 allows users to create multimedia and animations. With the aid of numerous functions, text and objects can be created and processed in Adobe Flash Professional CS6 Software to produce more visually appealing outcomes. It is anticipated that instructional materials created with Adobe Flash Professional CS6 software to be imaginative, inventive, and attract students' interest. One of the most recent iterations of the flash program is Adobe Professional CS6. Advanced capabilities like timeline, action script, visual filters, blending modes, motion, and form

twinning, and more are included in Flash CS6. It is anticipated that Flash CS6's many features will boost pupils' enthusiasm and drive to acquire speaking abilities. Thus, utilizing Adobe Flash Professional CS6, academics are interested in creating flash software with a speaking skills theme.

Based on author's interactions with several students about the learning media used at SMP Negeri 17 Seluma Bengkulu, the learning media used tends to only focus on textbooks, less enthusiasm for student learning and monotony, consequently, it does not reflect the desires of the students. Most students hope that there is learning media that increases their enthusiasm for learning and is not monotonous, so that learning runs effectively. As for the responses of educators at SMP Negeri 17 Seluma Bengkulu about the lack of application of learning media during the teaching and learning process, that the development of learning media has not been maximized. Then the researchers saw the lack of media available at the school, the teaching materials used were only textbooks, markers, and blackboards, in the learning process educators had not applied varied media to students, as a result students were less interested and less enthusiastic about participating in the learning process and educators had not used interactive learning media that made students interested in learning.

One of the fundamental communication skills that is crucial to learn is speaking. Speaking enables one to communicate verbally with others to express ideas, thoughts, opinions, and inquiries. Oral communication skills are essential in today's globalized world for daily living, employment, and education. But as it happens, a lot of people have difficulty speaking in front of an audience due to a variety of issues, including shyness, anxiety, a lack of confidence, and so forth. Thus, developing effective speaking abilities is crucial for clear and meaningful communication. It is anticipated that practicing speaking abilities at a young age will help a person in both social situations and the workplace. One of the most crucial skills that language learners must acquire is speaking. Crystal (2000: 1) declares English to be a universal language. This phrase conveys the idea that a variety of countries use English as a medium of communication with one another.

In connection with the requirement to raise the caliber of instruction, numerous researchers recommended using Adobe Flash Learning. Similar studies on the use of Adobe Flash in education have already been done, with an emphasis on creating interactive learning resources utilizing flash animation. For example, Faridah (2017) developed a daily conversation sketch media with animated characters that students can interact with to improve oral communication. Then Nurhayati et al (2015) created game media and simulated English conversations through animation and dialog choices to improve English speaking skills. Meanwhile, Kuswandi (2014)

developed a speaking learning video containing dialog examples and interactive questions and answers to train speaking skills. In general, Flash is utilized to produce various forms of animation and interaction-based learning content such as sketches, games, simulations that aim to improve speaking skills through learner interaction with learning content.

There are various distinctions between earlier studies and the present study, which will make use of Adobe Flash CS6. Most previous studies used older versions of Flash such as CS3 and CS5, did not use Flash CS6's advanced features such as motion tween, shape tween, and visual filters, and focused on improving speaking in general. Meanwhile, the current study is the first to specifically use Flash CS6 to optimize its features in producing more interactive and engaging speaking learning content. Thus, the goal of improving speaking skills is expected to be maximized due to the benefits of Flash CS6. Previous studies that used older versions of Flash, namely Flash CS3, CS5 or not specifically mentioned. To enhance speaking abilities generally, concentrate on creating learning materials that utilize flash animation. Content is created in the form of drawings, films, games, and conversation simulations. And the current research uses Adobe Flash CS6 It is the first research that specifically uses the Flash CS6 version which is the latest version. Can optimize Flash CS6 advanced features such as motion tween, shape tween, visual filters, action script, etc. It is expected to produce speaking learning content that is more interactive and attracts students' attention. The main goal remains the same which is to improve speaking skills, but it is expected to be maximized due to the benefits of Flash CS6's more complex features.

The researcher intended to look more closely into the causes of the students' subpar language development considering these issues. To combat this, students must grasp language precisely and accurately while retaining a sense of enjoyment, which enables the concept of engaging learning to be used successfully. Interactive media is one type of media that was employed in this study. Utilizing all five senses ensures that interactive multimedia technology is complete and helps students' creativity, imagination, fantasy, and emotions grow more effectively. The benefit of using multimedia is that it facilitates autonomous, solo, or group learning for pupils. It also facilitates the delivery of content by educators. Another advantage is that it can provide considerable stimulation in increasing students' learning motivation (Kustandi and Sutjipto, 2011: 78).

Based on the background that the author describes, the author proposes research, the title **"Development of Adobe Flash Professional CS6 Software to Improve Speaking Skills for Secondary School Students"**. Adobe Flash Professional CS6 must be used in classrooms as a teaching tool. This is so that learning can be of a higher caliber since Flash CS6 can create

dynamic content and grab students' interest. Flash CS6 is thought to be able to enhance students' learning and facilitate 21st century learning with its animation and simulation elements. Using Flash CS6 as a multimedia tool in the classroom can also assist realize more inventive and unique ways of teaching. As a result, the researcher anticipates that the findings of this study will give educators a general idea of how-to best leverage Flash CS6 to enhance learning objectives and procedures.

## **B. Research Problem**

Based on the need to implement the Adobe Flash in Speaking classroom, the problems studied can be formulated as follows:

1. How to develop speaking materials using *Adobe Flash Professional CS6 Software* effective for speaking learning
2. How do speaking material use of *Adobe Flash Professional CS 6 Software* affect students' ability to learn English?
3. What are the perceptions of students and teachers regarding the use of Adobe Flash Professional CS 6 Software in speaking lessons?

## **C. Research Objective**

The study aims to:

1. Develop speaking material using *Adobe Flash Professional CS6 Software*
2. Knowing the effect of using speaking materials using *Adobe Flash Professional CS6 Software* in the English learning process on improving students' abilities.
3. Find out teachers and students' perceptions regarding the use of *Adobe Flash Professional CS6 Software* in speaking learning.

## **D. Benefit of the Study**

The result of this developing interactive learning media to foster students' speaking skills is expected to give contribution both theoretically and practically.

### **1. Theoretical Significance**

This research can provide information on interactive media in fostering interest and motivation to learn from junior high school students, especially for educators to improve the quality of education using learning media.

### **2. Practical**

#### **a. For Teacher**

- 1) As a source and learning media for educators.
- 2) Can help and facilitate educators in the learning process by giving understanding to students about learning material.

3) This study can guidance or suggestions regarding useful educational materials to enhance students' learning results.

b. For Students

1) Students are anticipated to understand and make it easier to learn the subject matter.

2) Students are expected to be able to more easily accept and students will find it easier to absorb and comprehend the material presented in interactive media so that learning objectives can be achieved.

c. For Schools

As a source of information for raising educational standards.

### **E. Product Specifications**

The products created during the creation of this media are designed to be interactive multimedia tutorials that use Adobe Flash Professional CS6 Software to teach junior high school English class VII. This Interactive Multimedia can be used by teachers as a presentation medium when explaining material in learning English B. learning with a total of 2x meetings (2x40 minutes). In addition, this interactive multimedia is also used by students independently at school and at home to learn material about introducing oneself and others. This interactive multimedia can be packaged into compact discs, flash drives, and hard drives. Adobe Flash Professional CS6 was utilized in the development of this interactive multimedia. This interactive multimedia is equipped with instructions for use, competency standards, basic competencies, materials, references, and exercises as well as several video tutorials so that it can help students in understanding learning materials, especially the materials developed in this interactive multimedia.

On the main page of the interactive multimedia, two buttons are provided, namely the menu button and instructions. The menu button will direct users to the main menu of interactive multimedia. This main menu consists of KI, KD, reference, profile, material, and exercises. When the cursor is positioned on this menu, a text containing a description of the menu will appear. At the end of the material, a quiz is provided to proceed to the next material. After that, when students open the exercise, the students must fill in the data first before starting the exercise, if the students have not filled in the data, the students cannot enter the Exercise frame. The background in interactive multimedia is dominated by colors that are in accordance with the material on learning English learning and does not use bright colors so as not to damage students' interest in using it. The title on the interactive multimedia is in the form of animation with a clear type of writing for students to read.

The background music used in this interactive multimedia is dominated by instrumental music with a tempo that is consistent with the characteristics of junior high school students. In addition to using background music, this interactive multimedia itself is equipped with narrator explanations. The narrator's explanation aims to clarify the visuals displayed in the multimedia.

The exercise questions presented in this interactive multimedia are multiple choice questions with a total of 20 items. This exercise question is also equipped with feedback for each alternative answer provided.

#### **F. Development Assumptions and Limitations**

The creation of interactive multimedia for English language instruction can lead to novel advancements in the field of educational research. The issue is that interactive multimedia is still incredibly underutilized in the teaching and learning process. To maintain learning continuity, we advise that the interactive multimedia content be improved for two-semester instruction.