

DEVELOPMENT OF ADOBE FLASH PROFESSIONAL CS6 SOFTWARE TO IMPROVE SPEAKING SKILL FOR SECONDARY SCHOOL STUDENTS

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Abstrak

Penelitian ini bertujuan untuk mengembangkan software Adobe Flash Professional CS6 guna meningkatkan keterampilan berbicara siswa sekolah menengah. Fokus utama penelitian meliputi proses pengembangan software, analisis validitas dan kepraktisannya, serta persepsi guru dan siswa terhadap penggunaannya dalam pembelajaran berbicara bahasa Inggris. Menggunakan metode Research and Development (R&D), dengan model 4-D (Mendefinisikan, merancang, mengembangkan, dan menyebarluaskan). Penelitian ini menghasilkan produk multimedia interaktif untuk pembelajaran bahasa Inggris. Proses pengembangan mencakup tahap Perancangan, pengujian, dan perbaikan produk berdasarkan evaluasi. Hasil penelitian menunjukkan bahwa produk multimedia interaktif yang dikembangkan memiliki tingkat validitas yang sangat baik, dengan persentase rata-rata 88,57% dari aspek media. Uji kepraktisan yang melibatkan 21 siswa kelas VII menghasilkan persentase 91,92%, menunjukkan bahwa produk ini sangat praktis untuk digunakan. Kesimpulannya, software Adobe Flash Professional CS6 yang dikembangkan terbukti valid dan praktis untuk digunakan dalam pembelajaran bahasa Inggris, khususnya untuk meningkatkan keterampilan berbicara siswa SMP Negeri 17 Seluma Bengkulu. Produk ini menawarkan media pembelajaran interaktif yang menarik dan mudah dipahami oleh siswa.

Kata Kunci: Adobe Flash Professional CS6, Keterampilan berbicara, Interaktif Multimedia, Pembelajaran Bahasa Inggris, Penelitian dan Pengembangan

Abstarct

This study aims to develop Adobe Flash Professional CS6 software to improve the speaking skills of secondary school students. The focus of the research includes the software development process, analysis of its validity and practicality, as well as teachers' and students' perceptions of its use in learning English speaking. Using the Research and Development (R&D) method, with the 4-D model (Define, Design, Develop, and Disseminate). This research produces interactive multimedia products for English language learning. The development process includes designing, testing, and improving the product based on the evaluation. The results showed that the interactive multimedia product developed had a very good level of validity, with an average percentage of 88.57% from the media aspect. The practicality test involving 21 seventh grade students resulted in a percentage of 91.92%, indicating that this product is very practical to use. In conclusion, the developed Adobe Flash Professional CS6 software proved to be valid and practical to be used in English language learning, especially to improve the speaking skills of students of SMP Negeri 17 Seluma Bengkulu. This product offers interactive learning media that is interesting and easily understood by students.

Keywords: Adobe Flash Professional CS6, Speaking Skills, Interactive Multimedia, English Language Learning, Research and Development

1. INTRODUCTION

In the growing digital era, information technology is an important factor in supporting various sectors, including education. One technology that is widely used to create interactive learning media is Adobe Flash Professional CS6. Adobe Flash Professional CS6 is an animated graphics software that can create graphic objects and animate them so that we can directly create design without having to use supporting graphics software such as illustrator or photoshop (Island 2008: 1). This software is known to have superior capabilities in producing interactive animation and multimedia applications that are compatible with various media, such as websites, television, and mobile devices. The relatively small file size but good quality is one of the main advantages of Adobe Flash Professional CS6, allowing users to develop interesting learning materials without requiring high hardware specifications. However, Adobe Flash has some disadvantages, such as limited graphic features and difficulty in creating 3D animation, which can be a challenge for learning media developers. Nevertheless, this software remains popular and widely used in the world of education.

Previous research has shown the effectiveness of using Adobe Flash Professional CS6 in developing learning media. For example, Faridah (2017) successfully developed learning media in the form of conversation sketches with interactive animated characters, which proved to be able to increase student involvement in the learning process. Nurhayati et al (2015) also successfully developed English conversation games and simulations, which showed that the use of animation in learning can help students understand the material better. However, although many studies have shown the effectiveness of Adobe Flash, most of these studies are still limited to the aspects of animation and game development. The similarities between Adobe Flash Professional CS6 and previous research CS3, CS4, CS5, both have similar interfaces, basic functions for creating and animating flash content, such as images, vector text and video, the ActionScript programming language, and various SWF, FLV, and HTML formats, while for the differences Adobe Flash Professional CS6 now has a more intuitive interface than previous versions, there are new features and more templates, has more advanced tools for managing videos, and video encoding performance is much faster in CS6. Not many studies have specifically explored the use of Adobe Flash to improve students' speaking skills, especially in the context of English language learning at the secondary school level.

This research aims to fill the gap by developing Adobe Flash Professional CS6-based software specifically designed to improve the speaking skills of secondary school students. The selection of Adobe Flash Professional CS6 as software to create interactive learning

media is based on several advantages it has. (Sutopo, 2003: 60). The focus of this research is on the software development process, which includes the design, implementation, and evaluation of the learning media created. This research also aims to analyse the validity and practicality of the software through a series of trials in an actual educational environment. In addition, the perception of teachers and students towards the use of this software in English learning is also an important focus, given that the successful implementation of technology in education is highly dependent on how the technology is accepted and used by its users.

In contrast to previous studies that focused more on animation and games, this study focuses on the development of interactive software that serves as a tool in the speaking learning process. In this study, the software developed was tested for validity and practicality through a series of trials involving seventh grade students at SMP Negeri 17 Seluma, Bengkulu. The trial results showed that the software is not only valid in terms of content and design, but also very practical and easy to use by students. The research also emphasizes on how the software can be applied in real learning situations, as well as its impact on improving students' speaking skills (Arsyad, 2011: 23). Thus, this study offers a new perspective in the use of Adobe Flash in English language learning at the secondary school level.

The main objective of this research is to develop Adobe Flash Professional CS6-based learning media that is not only valid and practical, but also able to significantly improve students' speaking skills. Learning media, according to Miarso (2007: 458), is anything that is used to channel messages that can stimulate the thoughts, feelings, attention, and willingness of learners to encourage a deliberate, purposeful, and controlled learning process. In the context of English language learning, speaking skills are often a challenge for students, especially when they must communicate in situations that demand fluency and confidence. Through the developed software, it is expected that students can practice speaking more intensively and structured, to improve their competence in English. In addition, this research also aims to provide theoretical contributions in the development of interactive learning media, which can be a reference for further research in this field.

The benefits of this research are not only limited to theoretical aspects, but also practical. For teachers, this software can be an effective learning resource and media, help facilitate the teaching and learning process, and improve students' understanding of the material being taught. The use of this software also allows teachers to present learning materials in a more interesting and interactive way, thus increasing students' learning motivation. For students, the software offers a more enjoyable and challenging learning

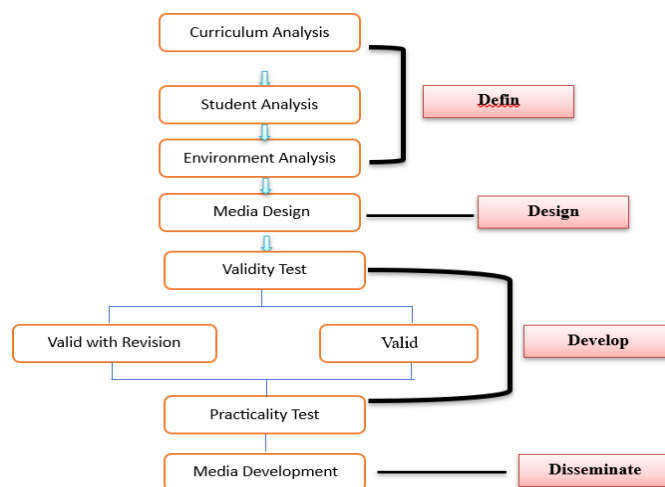
experience, which can help them master speaking skills better. Gerlach and Ely (2011) define media as people, materials, or events that build conditions that enable students to acquire knowledge, skills, or attitudes. Meanwhile, for schools, the results of this study can be used as a reference in developing more innovative and effective learning programs, which in turn can improve the overall quality of education.

Overall, this research is expected to make a significant contribution to the development of interactive learning media in the future. The results of this research are expected to be applied not only in the school where this research was conducted, but also in other schools with similar conditions. Thus, the benefits of this research can be felt more widely by educators and students in various regions. In addition, this research is also expected to be a foundation for future studies that want to further explore the use of technology in learning, especially to improve students' speaking skills in English. Thus, this research not only provides practical benefits, but also paves the way for the development of better educational theory and practice in the future.

2. METHOD

In this This research uses Sugiyono's Research and Development (R&D) method (2017: 279), which aims to develop new products in the form of interactive learning media. The process involves development stages, product trials, and data analysis to improve the developed product. The product is an interactive learning media developed using Adobe Flash Professional CS6, which focuses on improving students' speaking skills. The steps in R&D include validation by experts to ensure the effectiveness of the media, field trials, and evaluation to determine the weaknesses and advantages.

For more details can be seen from the following picture:



Picture 1. Research and Development (R&D) method

The subjects in this study involved seventh grade students as the main participants in the product trial. In addition, product validation was also carried out by media and material experts. The trial aims to assess the practicality and effectiveness of the developed learning media. The research involved 21 students as trial participants, which were used to measure the practicality and usefulness of the multimedia products developed.

According to Arikunto (2014: 203), data collection instruments are tools or facilities used by researchers in collecting data so that their work is easier and the results are better, in the sense that they are more careful, complete, and systematic so that they are easier to process". The data in this study were collected through documentation, questionnaires, and observation. Documentation in the form of photographs during the validation process and product trials. Questionnaires were given to media experts and students to get their views on the effectiveness and practicality of the media. This technique is designed to obtain complete and systematic data, so that it can support research conclusions.

The data analysis technique used was quantitative and qualitative descriptive analysis. Quantitative data was obtained from questionnaires given to experts and students, which were then analysed using a Likert scale. Qualitative data was obtained from criticisms and suggestions given by experts during validation. This analysis was used to determine the validity, practicality, and effectiveness of the products developed.

3. RESULT AND DISCUSSION

3.1 The Process of Developing Adobe Flash Professional CS6 Software

This research aims to develop interactive learning media based on Adobe Flash Professional CS6 which focuses on improving students' speaking skills. This media development follows the Research and Development (R&D) method with the 4-D model approach, according to Trianto (2012: 93) the 4-D development model consists of four stages, namely the Define, Design, Develop, and Disseminate stages. At the Define stage, curriculum analysis and student needs were analyzed to ensure that the media developed were in accordance with competency standards. Then, at the Design stage, the storyboard design and material format are systematically arranged to be attractive and easy for students to understand. This stage is very important because it is the foundation in producing interactive media and in accordance with student learning needs.

After the media is designed, it is followed by the Develop stage which includes prototyping and feasibility testing by experts. The validation test was conducted by two media and material experts, to ensure that the developed product meets the quality standards. From the

validation results, this interactive learning media received a score of 88.57% which was categorized as “very valid”. This shows that the media has good quality in terms of appearance, interactivity, and suitability of the material with learning objectives. With the results of this validation, it can be concluded that the media is suitable for use in classroom learning, especially in improving students' speaking skills.

Table 1. Final Validity and Practicality Results

Validity		Practicality	
Media		Feasibility	
Presentation	Category	Presentation	Category
88,57%	Very Good/valid	91,92%	Very Good/valid

Based on the final results of the pilot test, the media obtained a practicality score of 91.92%, which is classified as “very practical.” This means that the media can be used easily by students and teachers without experiencing significant difficulties in the process of using it. This media is also considered effective in attracting students' interest in learning and helping them understand the material in a more interactive and fun way. These results confirm that Adobe Flash-based interactive learning media has great potential in supporting teaching and learning activities.

Table 2. Practicality Trial Data on Students

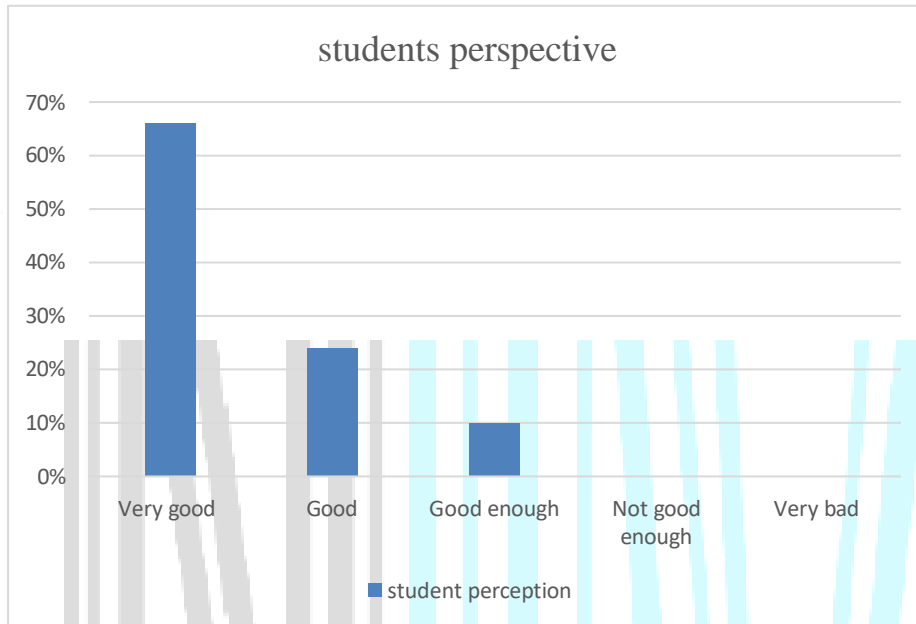
No	Criteria Variable	Items	Average	Percentage (%)	Description
1	Media Display	1,2,3,4,5,6	4,70	88,57%	Very Good/Practical
2	Usability	11,12,13,14,15	4,96	94,2%	Very Good/Practical
Total		15	4,84	91,92%	Very Practical

The average media practicality was 4.84 with a percentage of 91.92%, categorized as “very good”. The media display aspect received an average score of 4.70 (89.22%), presentation of material 4.85 (92.25%), and usefulness 4.96 (94.2%), all in the “very good” category. The media practicality test was carried out by involving 21 seventh grade students as test subjects.

This stage aims to assess the practicality of using the media in the learning process in the classroom.

3.2 Students and Teachers Perspective of the use of *Adobe Flash Professional CS6*

Application



Picture 2. *Diagram Results of the Questioner*

Students gave a very positive perception of the use of Adobe Flash Professional CS6 for English language learning, with 66% rating this media as very valid and 24% as valid. Students find learning more interesting, interactive, and increase their confidence in speaking a foreign language. They appreciated the animation, audio, games, and quiz features. Teachers also responded positively, noting increased student participation and motivation as well as the app's effectiveness in improving speaking skills, particularly in pronunciation and fluency. Overall, this media is considered successful in improving the quality of English learning at SMP N 17 Seluma Bengkulu.

Data analysis in this study used quantitative and qualitative descriptive approaches. Quantitative data was obtained from questionnaires given to students and experts, while qualitative data was obtained from feedback and criticism given during the validation and trial stages. The results of the analysis show that this learning media is not only valid and practical, but also effective in improving students' speaking skills. In addition, feedback from experts and students also provided recommendations for future media improvement. Some aspects that need to be improved include adding variations of interactivity and improving the quality of graphics to better attract students' attention.

The results of this study are in line with several previous studies showing that the use of interactive learning media can improve student engagement and learning outcomes. For example, research conducted by Faridah (2017) successfully developed learning media in the form of conversation sketches with interactive animated characters, which proved to be able to increase student involvement in the learning process. Nurhayati et al. (2015) also successfully developed English conversation games and simulations, which showed that the use of animation in learning can help students understand the material better. The feasibility assessment of learning media was conducted by giving questionnaires to students and observations by teachers when students used the media. From the trial of 19 students, it was seen that they were interested and enthusiastic about using interactive learning media. The questionnaire filling was assisted by the teacher to make it easier for students, and the results showed a practicality level of 91.92% with the category “very good/practical.” This media is considered suitable for junior high school students in grade VII because it can attract students' interest in learning and facilitate the delivery of abstract material with the help of text, images, sound, and video. The results of this study show that technology-based media can significantly increase students' learning motivation and speaking skills. In addition, this study also supports constructivist learning theory which emphasizes the importance of students' active involvement in the learning process. Thus, this research makes a real contribution to the development of learning media that is effective and innovative, as well as relevant to the needs of education in the digital era.

4. CLOSING

The conclusion of this research shows that the interactive learning media developed using Adobe Flash Professional CS6 for seventh grade students at SMP Negeri 17 Seluma Bengkulu is very effective and easily understood by students. Based on the results of validation by experts, this media obtained a score of 88.57%, which is categorized as very valid. In addition, the practicality test conducted on 21 students showed that this media was also very practical to use, with a score of 91.92%. These results prove that the interactive learning media can be used effectively in the learning process to improve students' speaking skills.

Suggestions that can be given from the results of this study are that this interactive learning media can not only be used in the classroom, but also independently by students outside of class hours to deepen understanding of the material. In addition, it is recommended that schools conduct training for teachers in developing similar interactive learning media, in order to increase student involvement in the teaching and learning process and adapt to technological

developments in the world of education.

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