DEVELOPING MACROMEDIA FLASH LEARNING MEDIA ON

VOCABULARY FOR THE SEVENTH GRADE OF SMPN 1

NGAMBUR

PESISIR BARAT REGENCY

A Thesis

Submitted as a partial fulfillment of the Requirement for S1-Degree

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ABSTRACT

DEVELOPING MACROMEDIA FLASH LEARNING MEDIA ON VOCABULARY FOR THE SEVENTH GRADE OF SMPN 1 NGAMBUR PESISIR BARAT REGENCY

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This study was aimed at developing learning media through the Macromedia Flash software program on the vocabulary material about the name of animals and surrounding objects for the seventh grade of SMPN 1 Ngambur. This study examines the feasibility of media developed through media experts and material experts, it also examines the attractiveness of the media through students' respons to the learning media developed.

This research and development design used procedures from the Borg and Gall method modified by Sugiyono. This study was limited to 7 steps namely potential and problems, collecting information, media design, design validation, design revision, product trials, and product revisions. The subjects of this study were seventh-grade students of SMPN 1 Ngambur. The instruments that were used in the data collection were interviews, questionnaires and documentation.

Research results obtained include: (1) The developed media was created using the Macromedia Flash 8 application namely "*Aplikasi pengenalan kosa kata nama hewan dan nama benda sekitar*". (2) The result of validity of the media obtained an average score of 3.33 from material experts and 3.73 from media experts with each criterion valid and feasible to use without revision. (3) The the results of attractiveness of the media obtained an average score of 3.67 with very interesting criteria. So, it can be concluded that the learning media developed was feasible and interesting to be used in learning English.

Keywords : *Macromedia Flash, Learning Media, English Learning.*

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ADMISSION

A thesis entitled : **"DEVELOPING MACROMEDIA FLASH LEARNING MEDIA ON VOCABULARY FOR THE SEVENTH GRADE OF SMPN 1 NGAMBUR PESISIR BARAT REGENCY"**, By: **WAHYU KURNIANTO, NPM: 1511040360, Study Program: English Education**, was tested and defended in examination held on: Wednesday, December 18th, 2019.

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DECLARATION

I hereby that this thesis entitled "Developing Macromedia Flash Learning Media on Vocabulary for the Seventh Grade of SMPN 1 Ngambur Kab. Pesisir Barat" is completely my own work. I am fully blessed, and being aware to some of statements and ideas are from various sources and those are properly acknowledge in the text.

Bandar Lampung,   September 2019
Declared by,

WAHYU KURNIANTO
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MOTTO

إِنْ أَحْسَنْتُمْ أَحْسَنْتُمْ لِأَنْفُسِكُمْ

"If ye did well, Ye did well for yourselves"

(Q.S. Al Isra:7)[1]

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[1] Ahmad Yusuf Ali, *The Holy Quran Translation*

DEDICATION

I am fully appreciate these people, who always cares of me and never leave me in every condition. May Allah SWT is blessed them in their live time. I dedicated this thesis to:

1. My beloved parents who always support me. Especially for my mother Mrs. Ermalina, she is my everything in my life, thank you very much for all support that provided.
2. Thank you very much, Dr. Melinda Roza and Mr. Agus Hidayat. thank you very much for the guidance that has been given to me. I hoped both of them always in Allah SWT blessing until jannah.
3. My lovely brother Bagus Ramadhan and little sister Atasa setia Mukti. Thank you so much for many things that I fell so blessed having them in my live.
4. Thank you for my best partner, I dedicated deeply in my heart to Nita Yuliana, SPd. Thank you for the time that giving to me, and also always give me support. Hopefully, you are always being in good condition. You are my precious one.
5. Thank you my beloved large group 'PBI F since 2015'. I do have dozens of memories with them. Please do not forget each other and keep our silaturahmi as always.
6. Thank you for my squad (Swords) that always give me motivation and help.
7. My Almamater UIN Raden Intan Lampung.
8. At last but not least thank you to everyone who always give me endless support. Hopefully both of us can reach our own limit. 'To infinity and beyond'.

CURRICULLUM VITAE

Wahyu Kurnianto, he was born on October 3rd, 1996 in Bekasi, West Java. After 4 years old he moved to Lampung in the Pesisir Barat regency. He is the first child of third children. He has a brother, and a step sister the name are Bagus Ramadhan and Atasa Setia Mukti. He lives on Cahya Negri village, Pesisir Barat, Lampung.

The researcher began his study in Elementary School at SDN 1 Sumber Agung, Pesisir Barat in 2002 and graduate in 2008. He continued his study in junior high school at SMPN 1 Ngambur and graduate in 2011. After that, he continued his study at SMAN 1 Ngambur and graduate in 2014. Finally in the middle of 2015 she registered as a student of English Education Study Program of State Islamic University Raden Intan Lampung.

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CHAPTER 1

INTRODUCTION

A. Background of the problem

Education is very important at this time because education is an absolute

necessity that must be fulfilled throughout life for the Muslim community.

Without education, it is absolutely impossible for a group of people to live

and develop in line with their aspirations to progress, prosper and be happy.

Islamic teachings also teach that education is very important, where one of the

ideal Muslim personal profiles is a person who has broad insight. Through

education, humans can broaden their horizons and gain knowledge. Humans

who have knowledge will be elevated by Allah SWT. As stated in the Qur'an

Al-Mujaadilah verse 11 which reads:

يَٰٓأَيُّهَا ٱلَّذِينَ ءَامَنُوٓا۟ إِذَا قِيلَ لَكُمْ تَفَسَّحُوا۟ فِى ٱلْمَجَٰلِسِ فَٱفْسَحُوا۟ يَفْسَحِ ٱللَّهُ لَكُمْ ۖ وَإِذَا قِيلَ ٱنشُزُوا۟

فَٱنشُزُوا۟ يَرْفَعِ ٱللَّهُ ٱلَّذِينَ ءَامَنُوا۟ مِنكُمْ وَٱلَّذِينَ أُوتُوا۟ ٱلْعِلْمَ دَرَجَٰتٍ ۚ وَٱللَّهُ بِمَا تَعْمَلُونَ خَبِيرٌ ۝

Artinya : "*O you who have believed, when you are told, "Space yourselves" in
assemblies, then make space; Allah will make space for you. And
when you are told, "Arise," then arise; Allah will raise those who have
believed among you and those who were given knowledge, by degrees.
And Allah is Acquainted with what you do. (Q.S Al-Mujaadilah : 11)*

the verse above explains that every Muslim is required to find one

through the process of science education. Education is meant as a process of

changing human behavior in order to become an adult human who is able to

live independently[2]. Education can be a bridge to improve the life of one generation to the next. One way that could be done by improving the quality of education that is correct the components of learning in all schools including in developing learning media. The media can improve the understanding of the students in presenting interesting and reliable data with the ease of interpretation of data, and condense information[3].

The media is used as a useful intermediary for increased effectiveness and efficiency in achieving the objectives on the study. The use of media in learning is very important for teachers and students. Teachers have sufficient means of adequate and representative. In contrast to students, the use of media can make students overcome boredom and burnout on time to receive lessons[4]. So it can be concluded that learning media has advantages for teachers and for students themselves.

Rapid development of science, technology, and the current globalization is increasing rapidly at this time, a great many computer applications that are launched like Geo Gebra, Microsoft Power Point, Mathematica 7, Adobe Flash, Macromedia Flash, etc. It should already be utilized by educators in Indonesia to develop as learning materials especially in English language learning, where conventional methods is not relevant anymore to use. Therefore, the approach with conventional methods was no longer correspond to the development faced by school.

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[2] Aji Arif Nugroho, et. Al, *Pengembangan Blog Sebagai Media Pembelajaran Matematika.* Journal Of Mathematics Education, Vol. 8, No. 2, 2017, p. 199.
[3] Azhar Arsyad, *Media Pembelajaran,* (Jakarta : Rajawali Pers, 2013), p.6
[4] Ibid. p. 3

In the learning process, the presence of the media is indispensable, as has the role of great influence on the achievement of learning objectives. This is because learning is not always just come into contact with concrete things, either in concept or fact. Even in the reality of learning often come into contact with things that are complex. Nowadays, computers have given very strong influence on learning. Such tools offer the possibility in the process of teaching and learning to be better.

Learning with the use of computer media can stimulate students to work on the exercise, perform the simulation because of the availability of color graphics, animation, and music. The computer can also accommodate students who are slow in accepting the lessons because he can give a more effective nature of climate so that students do not easily forget, not easily bored and more patience in carrying out instructions as desired the program.

One of the very influential subjects in school is English, where the English language in modern times like now are very important in daily life, English can make humans more easily interact with each another. English learning should run properly in order for the creation of conducive learning, one of the ways to achieve the goal of teachers should use the media properly and creatively in order to study more interesting.

English lessons have four skills that are, speaking, listening, reading and writing. In English, there is four learning aspect that supports 4 skill, such as grammar, vocabulary, spelling, and pronunciation. This research focuses on one aspect that is vocabulary because with the vocabulary we can

communicate effectively. The more we mastered the vocabulary will then ease in learning English. According To Mc Crosstie, it is belived that having a large and varied vocabulary is the indicator of communicative competence and it is one of the important aspect of language learning[5].

Based on the preliminary research and the results of need analysis questionnaire conducted on 28 January 2019, out of 30 students who were given questionnaire sheet showed that students needed an interesting learning media and they agreed with the Macromedia flash as learning media in English learning. According to the students, English learning is considered difficult and less attractive due to very poor mastery of vocabulary that students have, so students need an interesting learning media to help them to mastery the vocabulary. This is confirmed by the results of the interview of SMPN 1 Ngambur teachers, the teacher says that students are still very difficult to understand English lessons because students whose mastery of the vocabulary is still minimal[6].

In addition, teachers who teach at SMPN 1 Ngambur in the subject of English still limited use computers as a means to convey the material prior to use media learning using Macromedia Flash. Researchers also find that the learning system in SMPN 1 Ngambur still centered on the teacher and also learning media used by teachers still use the categorized books so less attractive students in the learning process.

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[5] Mc Crostie, J. *Examining learner vocabulary notebooks*. ETL Journal: English Language Teachers Journal, 2007. 61(3), p. 246-255

[6] Interview the teachers of SMP 1 Ngambur (January 28, 2019)

learning Media not only just in print shape, but it can also be packaged in the form of files. At this time, the technology provides a very powerful influence in the process of learning, technology can resurrect the spirit of the students in doing the exercise, do the simulation due to animation, graphics, colors, and music. Researchers are interested in developing a software-assisted with media as one of the learning materials for teachers to help overcome problems in students who think that learning English is difficult. Researchers here develop software Macromedia Flash 8 because of its ability to give an overview of the concept and provide presentation materials clearly and interactively like animation, text, and sound etc. are perfectly suited to facilitate students to understand English vocabulary on the subject the name of animals and the name of surrounding objects. The selection of media based on the lack of use of the Macromedia Flash-based media for English learning activities.

Macromedia Flash has the ability to create animated images, sounds, animations, interactive animation, and others. By using this media, students can directly see simulations and demonstrations that resembles actual events, so that students can grasp the concepts of material with good and true and can be applied in everyday life. In addition, the media is also to maximize the existing means and infrastructure repair at that school. According to Chandra Macromedia Flash is a program to create animated and professional web applications. Not only that, but many also used Macromedia Flash to create

games, animated cartoons, and applications such as interactive multimedia product demo[7].

Research that develops media software with Macromedia Flash is done beforehand by some researchers one by Muhammad Ruwaida entitled to use of animations with Macromedia Flash to enhance the student's memory against Math geometry on the material grade X SMA Negeri 3 Banda Aceh. The study was done because at the school the student's memory was still very low so this researcher further emphasized to improve the student's memory as well as the resulting data in this study that the student's memory is still very low material mainly on geometry.[8]

Indah Lestari research entitled "the influence of Exploiting Software Macromedia Flash MX As Chemo-Edutainment (CET) in the learning approach to Chemo-Entrepreneurship (CEP) against the results of the study chemistry high school students on the material System colloid". The results showed that the magnitude of the contribution of learning by utilizing software Macromedia Flash MX as Chemo-edutainment (CET) on approach to Chemo-entrepreneurship (CEP) against the results of the study chemistry students in the subject matter of the material colloid is 30.69%. [9]

Wiji Susilowati research entitled "the development of Macromedia Flash 8 Program for learning physics in high school" the results showed that the

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[7] Chandra, *7 Jam Belajar Flash MX Untuk Orang Awam.* (Palembang :Maxikom 2004), p.2

[8] Ruwaida Muhammad, *Penggunaan Animasi Dengan Macromedia Flash Untuk Meningkatkan Daya Ingat Terhadap Matematika Pada Materi Geometri Di Kelas X SMA Negeri 3 Banda Aceh*, Scientific Journal Didaktika, 2 (2012).p.12

[9] Lestari Indah (2007), *Pengaruh Pemanfaatan Software Macromedia Flash MX Sebagai Media Chemo-Edutaiment Pada Pembelajaran Dengan Pendekatan Chemo-Enttrepreneurship (CEP) Terhadap Hasil Belajar Kimia Siwa SMA Pokok Materi Sistem Koloid*.

program Macromedia Flash 8 for learning Physics reviewed from the aspect of media rated pull (good/ high category) by the teacher of physics. Teachers find it helpful in teaching and also expected of students find it helpful in learning and judged interesting (good/high category) by the teacher of physics[10].

In addition research before it is done by Ghea Putri Fatma Dewi with a title game development introduction of animal names in English as the medium of instruction, elementary school students-based Macromedia flash. This research aims to know the results of the development of educational game animal name recognition in English using Macromedia flash, find out the feasibility of the introduction of game animals by name English as a medium of instruction to enhance student learning outcome of primary school grade 4 based Macromedia flash, and knowing the responses of students against the use of educational games animal names in English-based Macromedia flash as a medium of instruction, with the material basis of the introduction of animal names in English, and find out the feasibility of the media as a medium of instruction[11]. The difference of this research with the previous research are the subject and also the material, In addition researchers interested in developing instructional media to minimize the difficulties experienced by students, by creating a media learning that utilizes Macromedia Flash software. Therefore writers will do the research with the

[10]Wiji Susilowati, *Pengembangan Program Macromedia Flash 8 Pembelajaran Fisika di SMA*. Journal of research and Evaluation Vol.10 No.2 (Universitas Negeri Yogyakarta, 2007)

[11]Ghea Putri Fatma Dewi, *Pengembangan Game Pengenalan Nama Hewan Dalam Bahasa Inggris Sebagai Media Pembelajaran Siswa Sd Berbasis Macromedia Flash,* Faculty Of Engineering Thesis UNY, (2012).

title developing macromedia flash learning media on vocabulary for the seventh grade of SMPN 1 Ngambur.

B. Problem Identification

Based on the background of the problems above, so researcher can identify the following:

1. There hasn't been innovation English learning media development.

2. English teachers are not yet utilizing the learning media especially Macromedia Flash on the subject the name of an animal and the name of surrounding objects.

C. Problem Limitation

Based on the background and the identification of problems, also based on standards competency 3.4 that are in syllabus then the research is limited. This research focuses on the creation of English learning media products limited in common noun, that is on the material the name of animals and the name of surrounding objects for seventh grade. Software that is used as the medium of instruction is Macromedia Flash. Media that will be created using the Macromedia Flash Application has four main menus namely animal name, the name of the surrounding objects, quiz, and profile, where the animal name menu has two menu options namely land animals and water animals, while the menu quiz has had three menus that are practice, Quiz 1 and Quiz 2. Learning media testing only includes testing products, not tested its effects on student achievement and the material is restricted to the name of animals and the name of surrounding objects.

D. Formulation of the Problem

Based on the background, the identification of problems and limitations problems above, with regard to the formulation of problems are:

1. How is the development of Macromedia Flash for English learning at seventh grade in Junior high school?

2. How is the feasibility of Macromedia Flash for English learning at seventh grade in Junior high school?

3. How is the attractiveness of Macromedia Flash for English learning at seventh grade in Junior high school?

E. Objectives of the Research

Based on the outline of the issue above, the purpose of this research are:

1. To develop Macromedia Flash for English learning at seventh grade in Junior high school.

2. To know the feasibility of Macromedia Flash for English learning at seventh grade in Junior high school.

3. To know the attractiveness of Macromedia Flash for English learning at seventh grade in Junior high school..

F. The Use of Research

The results of the research, entitled developing macromedia flash learning media on vocabulary for the seventh grade of SMPN 1 Ngambur is expected to provide benefits for the:

1. Teacher

Learning media being developed are expected to add more media references in the process of teaching and learning that is expected to support the activities of learning.

2. Student

The media is expected to help the learning process goes well and helping teachers in delivering learning so that students are more motivated to learn English.

3. For Researcher

As a valuable experience for prospective professional educators who can then be used as input for developing instructional media.

4. For Other Researcher

As references and motivation for further research concerning the creation and development of the media learning in junior high school levels as well as other levels of the education unit.

G. The Scope of Research

1. Subject of the Research

The research subject is the students at the seventh grade of SMPN 1 Ngambur in academic year of 2018/2019

2. Object of the research

   a) This research only focuses on the creation of learning media as learning resources in learning English

b) This research is just doing   feasibility and product attractiveness testing media learning in English learning

c) Making learning media is only on the subject the name of animals and the name of surrounding objects.

3. Time of the Research

The research is conducted at second semester in the academic year of 2018/2019

4. Place of the Research

The research is conducted at SMPN 1 Ngambur, Kab. Pesisir Barat, Lampung.

CHAPTER II
REVIEW OF RELATED LITERATURE

A. Theory

1. English Foreign Language

English is one of a number of foreign languages which have been in use for some time or which are coming to be taught. These include Dutch, Arabic, English, German, French, Japanese, and latterly, Chinese (putong hua). Arabic has long been learned in connection with the Islamic faith. It is not learned for social interaction but for religious purposes, especially for Qur'anic recitation and prayers (sholat)[12].

English as a foreign language in Indonesia, where the English learn from elementary school level to the College and in use as an international language. English is considered as a difficult subject for Indonesian students because it is different from Indonesian language starting from the structure of the sentence, pronunciation, and vocabulary. Regardless of the difficulties when we learn English it is easier for us to interact with others or when studying at school.

2. English Skill

In language teaching, skills are often discussed in terms of four different

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[12] Allan Lauder, *The Status And Function Of English In Indonesia: A Review Of Key Factors*, Makara, Sosial Humaniora, Vol. 12, No. 1, Juli 2008: 9-20, p.13

modes that is, reading, listening, speaking and writing[13]. There are some definition about four skils above:

According to Bailey, speaking is a process of interaction where speakers intend to build meaning through producing, receiving and processing information[14].

Reading is decoding and understanding text for particular reader purposes. Readers decode written text by translating text to speech, and translating directly to meaning. To understand written text, readers engage in constructive processes to make text meaningful, which is the end goal or product[15].

Writing or composition is the expression of ideas in a consecutive way. It can be say that writing is the activity of making a recording language in a piece of paper or any other media to express the idea and message from the writer including the usage of vocabulary and structure of language.

Listening is a skill of Language. It requires a desire to understand another human being, an attitude of respect and acceptance, and a willingness to open one's mind to try and see things from another's point of view[16].

Based of explanation above can be concluded that speaking is a process of interaction, while Reading is the decoding and understanding the text, besides

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[13] Pindho Anjayani, *Error Analysis on the Use of Prepositions in Students' Writing (A Case Study of the Eleventh Grade Students of SMA Negeri 9 Semarang in the Academic Year of 2014/2015).* Journal of English Language Teaching 5 (2) (2016). p.2

[14] David Nunan, *Practical English Language Teaching* (New York : The McGraw. Hill companies, Inc 2003).p. 47.

[15] *Op Cit.* P. 2

[16] Babita Tyagi, *Listening : An Important Skill and Its Various Aspects.* International Journal in English. 12, February 2013. P. 1

writing is the expression of ideas, and Listening is a skill of Language. where that skill is important to master very well.

3. **Vocabulary**

We need language to communication, without language it will be impossible for human being to express their ideas and understand what other say. Vocabulary can help students in speaking, writing, listening and reading, because by having enough vocabularies, there will be less difficulty in comprehending the next and in expressing ideas in speaking and writing.

Hibert and Micheal say that, vocabulary is the set of word for which we know the meanings when we speak or read orally and set of word also that an individual can use when writing[17]. It can be said that vocabulary has a big contribution in supporting the successful of language use. It is impossible to learn about language if students are lack of vocabulary is a core component of language proficiency and provides much of the basis for show well learners speak, listen, read, and write[18]. Therefore, the researcher can assume that people use vocabulary in every aspect. Vocabulary can help the students to understand the sentence of English, in marking sentences, and to speak English.

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[17] Elfreida H.Hilbert and Michael L Kamil, *teaching and learning Vocabulary* (London:Rouledge Press, 2005).p.3

[18] Richard and Renandya, Methodology in language Teaching (New York: Cambridge University Press, 2005). P.255

According to the theories above it can concluded that vocabulary is a list of word that has meaning, from and usage to convey the message from speaker to listener from writer to reader. There are some type of vocabulary:

a. Verb

There are some definitions about verb that proposed by the expert. Frank states that verb is the most complex part of speech[19]. It means that verb can use to show the measure and condition of thing. For example: write, read, listen, etc. from the statements before, it can concluded that verb is a word the the most complex part of speech and show measure and condition of a thing. Verb has the grammatical properties of person and number, properties which require agreement with the subject.

b. Noun

A noun is the name of a thing. Every exists thing has a name, whether that can be seen or not.[20] In addition noun is one of the most important parts of speech. That noun is refers to a person, place, animal or thing. From the statement before, it can be concluded that noun is one of the most important parts of speech to refer to a person, place, animal or thing. Example: child, school, book, knowledge, students and tiger.

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[19] Marcella Frank, *Modern English a Practical Reference Guide* , New York University: Pretice Hall InC, 1972, p.15

[20] Dykes and Barbara, *Grammar for Everyone* (London: Acer press, 2007). P.22

c. Adverb

There are some definitions of adverb that proposed by the experts. Frank state that adverbs are words that describe or modify verbs, adjectives, and other adverbs[21]. It means adverb can be used to describe of modify verb, adjectives, and other verbs. It means that adverb related with the how process, time, and where the thing happen. Example: now, tomorrow, certainly, maybe, etc.

d. Adjective

There are some defenitions of adjective that proposed by the experts. Frank states that adjective is modifier that has the grammatical property of comparison[22]. It is often identified by special derivational endings or by special adverbial modifier that precede it. It means that adjectives are word that describe noun. For example: beautiful, good, small, etc.

From the statements before, it can be concluded that adjective is a word that describe noun and has the grammatical property of comparison. For example: smart, beautiful, small, etc.

e. Pronoun

Pronoun make up a small of very high frequency. That traditional definition of a pronoun as a word that takes the place of a noun is applicable to some types of pronouns but no to others. Those pronouns

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[21] Marcella Frank, *Op Cit*, p.141
[22] Marcella Frank, *Ibid*, p.109

that are actual substitutes may refer not only to a preceding noun- its antecedent- but to a large part of discourse that precedes. Those pronouns that are not subsitutes may simply have indefinite reference or express indefinite quantity[23].

f. Preposition

The proposition is classified as part of speech in traditional grammar. However, preposition as well as congiuctions differ from other parts of speech in that (1) Each is composed of small class of word other that have no formal characteristic endings (2) Each signal syntactic structures that function as one of the other parts of speech. Prepositions range in meaning from such definite semantic nations as time, place, etc. to such purely structural meanings as those shaped by the subject-verb-complement relationship[24].

g. Conjunction

The coordinate conjunction joins structural units that are equal grammatically. It means that the term compound means consisting of two independent elements that have been joined together to from a large unit. This term is a source of difficulty in grammar because it is applied not only to separate grammatical items joined by a coordinate conjunction (men and women), but to word combined into single vocabulary unit.in noun the signals a particular person or thing that has

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[23] Marcella Frank, *Ibid*, p.18
[24] *Ibid*, p.162

been singled out from other: the students sitting next to you. A signal an unspecified one of other: a student sitting in the front row[25].

In this research the writer only focus on common noun. Moreover there are four kinds of nouns according to plathottam[26]:

a. Common Nouns

Words of the animal, people, place, or thing is a common noun. Where such words are very familiar in our ears. These kinds example of the common noun the first is Common noun of things the example: Spoon, plate, knife, bowl, cup, kettle, stove, spatula, pan, shoes, blender, etc. the second is Common noun of animals the example: Cat, dog, cow, goat, duck, tiger, lion, cheetah, sheep, gorilla, giraffe,   monkey, etc. third is Common noun of places the example: School, zoo, airport, mosque, market, bank, jail, stadium, park, etc. and the last is Common noun of people do certain things the example: Singer, farmer, pilot, lawyer, athlete, brother, runner, etc.

b. Proper Noun

The names of particular people, place, and thing are proper nouns: they always begin with a capital letter. For example: January, Sunday, Monas, etc.

c. Material Nouns

Material nouns name such things as are proper as used to make different articles of use. Materials include wood, iron, gold, silver, etc.

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[25] *Ibid*, p.125

[26] Fr. George Plathottam, *Grammar way 4*, New Delhi: Cholar Publishing House 2007, p.12

A material noun is the name given to substance of wich various things are made[27].

d. Collective Nouns

Words for grups of people, animals or things are called collective nouns. Based on number, noun divided into two calssified that is Countable Nouns Countable nouns can be singular or plural: book(s), hotel(s), boat(s), etc. We use countable nouns for separate, individual things that we can count. And the second is Uncountable Nouns Uncountable noun are neither singular or plural: water, sugar, salt, music, etc. We use uncountable that nouns for things do not naturally divide into separate units, such as water and sugar things we cannot count[28].

4. **Media**

The word media comes from the Latin word medius which literally means the middle, intermediaries or introduction. In Arabic, the media is an intermediary or an introductory message from the sender to the recipient of the message. In other words, the media is a tool that conveys or delivering learning messages[29].

Learning media is used as a means of learning in schools aims to be able to improve the quality of education. The media is a means which may be used

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[27] Ibid, p.20

[28] John Eastwood, *Oxford Guide to English Grammar*, New York: Oxford University Press, 1994, p.179

[29] Azhar Arsad, *media pembelajaran.* (Jakarta: Rajawali Pers, 2016). p. 3

as a useful intermediary for increased effectiveness and efficiency in achieving the objectives on the basis of the opinion.

The media is a means which may be used as a useful intermediary for increased effectiveness and efficiency in achieving the objectives on the basis of the opinion of the times, the use of media in learning advantage for teachers as well as students[30].

Some experts of communication and education also put forward some opinions about the definition of the media. Heinich and his friends suggested the term media as intermediaries that deliver information between source and receiver. So televisions, movie, photos, radio, recording radio projected materials, molds, and the like is a medium of communication. If the media that carry messages or information which aims to contain or instructional purposes then such media teaching-learning media.

Based on opinions and limitations that has been said by the experts above, then it can be inferred that the media is as a learning tool or an intermediary that can be used by an educator in the submission or delivery of messages the content of instructional materials in order to better streamline communication and interaction in the learning process so that it can achieve the purpose of learning it to the maximum.

5. **Characteristics of Media Education**

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[30] Masykur, Nofrizal, and Syazali, *Pengembangan Media Pembelajaran Matematika Dengan Macromedia Flash.* Journal of mathematics education, vol. 8, No.2, 2017, p.179

Gearlach & Ely (1971) presenting the three features of the media which is an indication of why the media is used and whatever could be done by the media which might be the teacher was not able to do it

a. Characteristics of Fixative (*fixative property)*

It describes the characteristics of the media's ability to record, store, preserve, and reconstructing an event or object. An event or object can be sorted and rearranged with media such as photography, videotape, audiotape, computer diskettes, and film. These traits are especially important for teachers because of events or objects that have been recorded or stored by media format that can be used at any time.

b. Manipulative Features

Transformative an event or object is possible because the media have characterized the manipulative. Manipulation of the event or object with the path edit a recording can save you time. Suppose the process of planting and harvesting wheat, grain processing into flour, and the use of flour for making bread can be shortened the time within a sequence of video or film recordings are able to present enough information for students to know the origin and the process of cultivation of the raw material of flour into bread.

c. Characteristics of Distributive (*distributive property*)

Distribution characteristics of the media allow an object or event will be transported through space, and simultaneously the incident served to a

large number of students with the experience of a stimulus relative equal to the incident.

6. The Functions and Benefits of Media

A process of teaching and learning has two important elements, namely a medium of learning and teaching method, both of these elements are interconnected. The selection of a method of teaching will affect the learning of appropriate media types even though there are still various other aspects that must be considered. The main function of the media is learning as a tool to teach teachers.

Hamalik suggested that the use of the learning media in the process of teaching and learning can generate interest and desire a new, evokes the stimulation and motivation in teaching and learning activities, even influential towards students[31]. Hamalik opinion is supported by the opinions of Levie & Lents posited three media learning function, especially the visual media, namely:

a. The function of Attention, visual media at the core, namely direct and attract the attention of students to concentrate against the content related to the meaning of the text that accompanies the visual material or is shown the subject matter
b. Affective function, visual media can be seen based on the level of satisfaction of students when learning to read text display
c. Cognitive function, visual media can be seen from the invention of researchers disclosed that a visual image or symbol can facilitate in achieving the goal to remember and understand a message or information contained in the image

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[31] Azhar Arsad, *Opcit. p*. 15

According to Kemp & Dayton (1985:3-4) some of the results of the research. shows the positive impact of the use of media as integral learning processed or as the primary way of learning directly as follows:[32]

1. Learning can be more interesting. Media can be associated with towing attention and makes students stay awake and pay attention to
2. Learning to become more interactive with applied learning theory and psychological principles that are accepted in terms of participation of student feedback and reinforcement.
3. The quality of the learning outcomes can be improved when the integration of words in da picture as a learning medium can communicate the knowledge elements
4. The student's positive attitude toward what they learn and the learning process can be improved..
5. The role of the teacher can turn toward more positive, the burden of teachers for an explanation over and over again about learning can be reduced even eliminated.

7. **The Types of Media**

From a wide variety of media and forms of learning can be reviewed from its kind, namely, audiovisual media, media, media audiovisual, and interactive media.

There are five types in the study, namely:

1. Visual Media is media that can be seen using the sense of sight consisting of a media that can be projected and could not be projected in the form of a motion picture

2. Media Audio is a medium that contained a message that shaped auditive can stimulate attention, though, and feeling the ability of students to learn learning media. The example in the form of audio media, namely radio programs, and sound tapes.

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[32] *Ibid.* p. 25

3. Audio-visual medium is a medium which consists of a combination of visual and audio or constitute a point of view heard. Examples of audio-visual media is a program slide sound (sound slides), video/tv video and instructional/educational tv

4. Computer-based Interactive Media is a three-dimensional media that can transmit information in the form of presentation of such physical characteristics alone, form, composition, weight, size, functionality, color, etc. The media was divided into two groups, namely the actual object and media replacement. Computer-based interactive media can be inferred that the media can sue learners interact to see as well as hear.

8. Macromedia Flash

Macromedia Flash is a software that can be used also for adding dynamic aspects of a web or create interactively animated films in addition to the ability to make animated, flash is also used to make the learning media[33]. Macromedia Flash is a software that can be used to do the design, publication, presentation or build other software. The project built a flash consists of animations, pictures, video, text, etc. This software is made by Macromedia Corporation, a company that developed software in animation, multimedia and web systems. Flash was developed since the year 1996, and was originally a simple animation program is simply a GIF Animation, but now has developed into giant applications that are used by almost all of the people working in this field-based design and animation the computer. up to this point, Macromedia

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[33] Nurdin Ardiansya, *Macromedia Flash untuk pemula*, p. 5

Flash has developed in several versions. Following up on the flash version 6, version 7 technology emerged, known as Macromedia MX and Macromedia Flash Professional 8. Macromedia Flash is an interactive application with many advantages. Some of the factors that support the popularity of Flash as an application for the purposes of the design and animation, among others, is to have a vector-based graphics format.

Macromedia Flash is one of the software applications of graphic design that is very popular today mainly to make the application of animation in the spectacular effects, Macromedia Flash has the following characteristics: (1) software design animation; (2) can be run on operating systems Windows XP and Windows 7; (3) easy to use or operated; (4) one of the multimedia interactive learning design software; (5) one design multimedia learning interesting animated presentations[34].

Macromedia Flash is the software making a design of animation, in addition, Macromedia Flash can be used to develop multimedia-based learning media. The resulting multimedia is an interactive multimedia[35].

a. **The Advantages of Macromedia Flash**

According to denis in his site, Macromedia Flash has a number of advantages including:

a. Animation and image consistent and flexible, as it still looks good on the window size and screen resolution regardless of the user's monitor

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[34] Harahap, *Pengembangan Media Ajar Interaktif Biologi Berbasis Macromedia Flash pada Materi Sistem Pencernaan Makanan Manusia untuk Kelas XI SMA/MA*. p.638

[35] Syariful Fahmi, Marsigit, *Pengembangan metimedia Macromedia Flash dengan pendekatan kontekstual dan keefektifan terhadap sikap siswa pada Matematika*. Pythagoras: Journal of mathematics education. vol. 9, NO 1 (July 2014). p .93."

b. Loading time faster compared to other animation processing applications like java Apple and animated gif.

c. Capable of making the website interactive, because the user (user) can use the keyboard or the mouse to move to other parts of a web page or a movie, move the object, enter information into the form.

d. Able to update the animation graphics that complicated very quickly, thus making the animation full screen can be directly connected to the web site.

e. Capable of automatically executed a number of frames between the start and end of a sequence of animation, so it doesn't take a long time to create different animations easily integrated with other Macromedia programs, such as Dreamweaver, Fireworks, Authorware and, because of the view and the tool used is almost the same.

f. The scope of the utilization of the vast Macromedia Flash can be used in the making of short films or cartoons, animation, presentation, navigation controls, advertising or web banner etc.
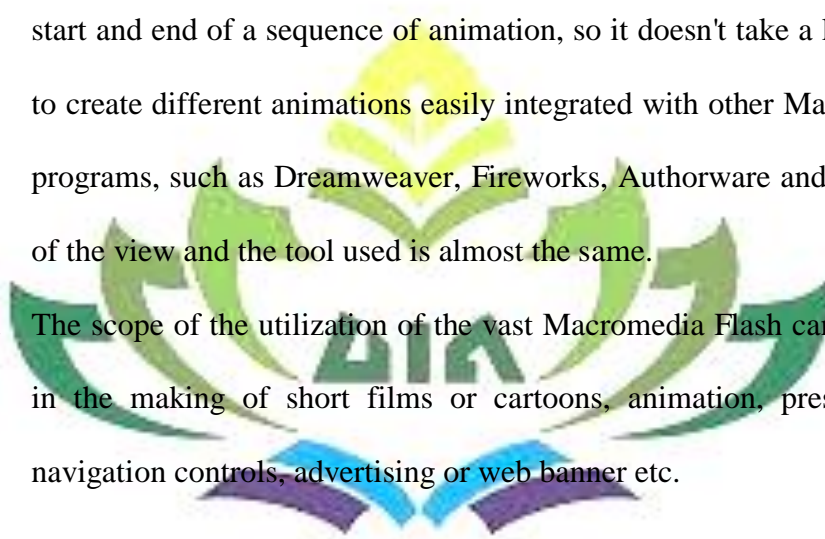
b. **Work Area Macromedia Flash 8**

Macromedia Flash 8 has a work area consisting of nine principal parts, namely:

1) *Menu*

Contains a set of instructions or commands that are used in Macromedia Flash 8. The menu consists of File, Edit, View, Insert, Modify, Text, controls, Window, Help.

2) *Stage*

the stage is the layer (document in the word) that is used for laying out objects in Flash.
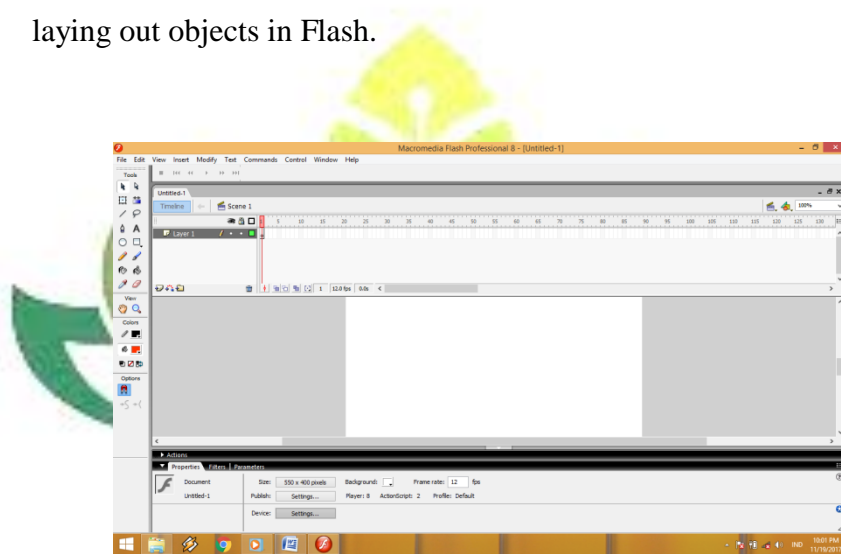
Figure 2.1 Work Area on Macromedia Flash Toolbox

3) *Toolbox*

A collection of tools that can be used to draw, select, manipulate objects or contents, make, give existing colors in the timeline and stage. Can also be used to zoom, delete, or select objects. The existing tools in the toolbox are::[36]

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[36]Nurdin Ardiansya, *Opcit.*

Figure 2.2 Panel *Toolbox*

Arrow too   : Select and move objects.

Subselect tool   : Select the points on an object or line.

Line tool   : creating an outline

Lasso tool   : Select a portion of an object or a particular part of an object.
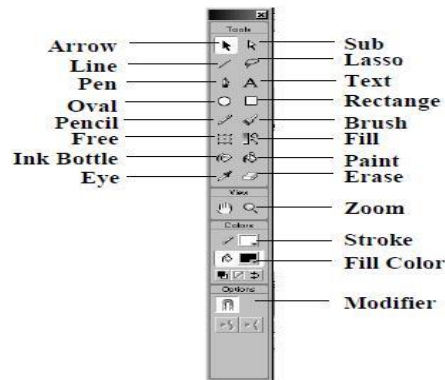
Pen tool   : to draw straight lines as well as the line curves.

Text tool   : write text.

Oval tool   : make a circle.

Rectange tool   : create a square or rectangle.

Pencil tool   : to draw lines, such as using a pencil.

Brush tool   : functioning like a brush to paint coloring an object.

Fill Transform T.   : set the size, the Middle, the direction of the color gradient or a field of an object.

Free Transform T.   : change and modify the shape of the object that is created can be either enlarge, decrease the size of the object.

Ink Bottle tool   : Add, give and change the color of an object into the line (Stroke).

Paint bucket tool   : Add, give, change the color of the field objects that are created.

Eyedropper tool   : identifying colors or line in an object.

Eraser tool   : remove objects that want to be eliminated.

4) Timeline

The timeline is where the animation object to run. Timeline there is a frame-the frame that serves to monitor the object (to determine when presented or omitted) is created in the layer or stage that will be created.
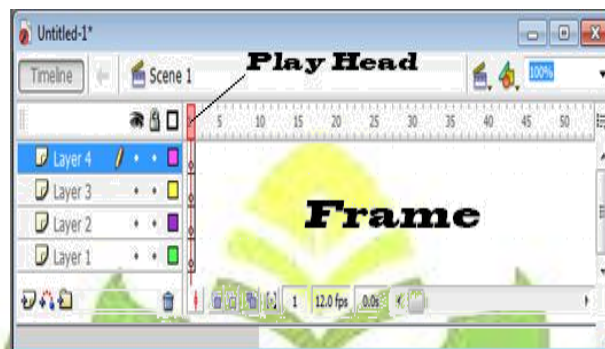
Figure 2.3 Panel Timeline.

The main parts of the timeline are as follows:

a) *Frame*

The frame is a frame from the movie, which will be executed in turn. The frame is used to control the course of the animation.

b) *Layer*

The layer is the parts that act as a separation between objects with other objects. The order of the display of the layer determines the position of each of the layers to be run simultaneously.

c) *Play Head*

Play head is useful to designate the position of ongoing animation frames

5) **Action**

The action is useful as a place to write the action script. The language
used in this action is the Action Script programming language.

6) **Color**

Color is a panel that can provide color in accordance with the wish.
There are two sub-panel, namely: color swatches and color mixer.
color mixer there are also three types of use of color, namely: solid,
linear, radial. The third type of colors that can be changed as the
desired user
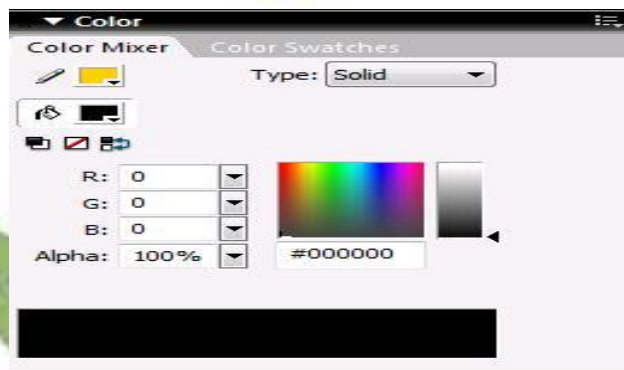
Figure 2.4 The Panel Color

7) **Inspector**

Properties Inspector is divided into three parts namely:
Properties, Parameters, and Filters. Panel-this panel is useful to set
the size of the background, the speed of the animation and others.
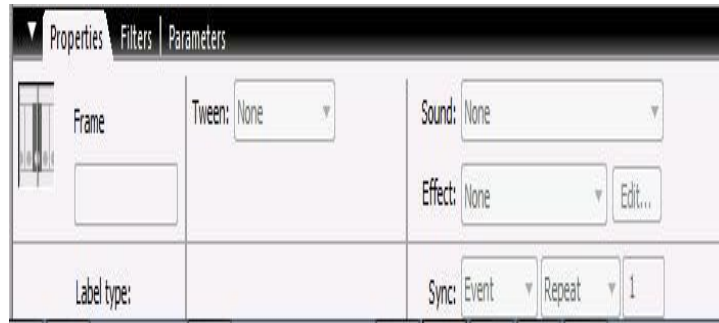
Figure 2.5 Panel Properties Inspector.

8) Library

The library is the repository of an object that has been created on the stage, the object can be a button, image, and sound and movie clip. This library can import an object from outside the stage.

9) Align, Info and Transform

This panel serves to set the position of an object in the stage, for example, if you want the object ball into the Middle and others. By using a transform, the object can be rotated according to our wishes.

Figure 2.6 Panel Align, Info dan Transform.

c. **Frame Of Thinking**

On the background of the problems that have been presented about the Preliminary research that on expectations of student learning outcomes does not match with the expected allegedly due to less attractive learning and teachers rely solely on the Handbook available from the Government in the absence of other innovations to develop the learning media.

With the problem formulation, based on the study of theory, and the results of relevant research on top, then needed the right solution by means of developing a medium that does not make the students feel bored with English lesson that is developing a media-based English learning Macromedia Flash.

Learning media development using Macromedia Flash applications researchers first studied the potential and the problems that obtained, second supporting data collection to be used as initial data, third product designing, fourth validation of design with some experts media and material, that's. to know the accuracy of the contents of the media learning, the fifth product design improvements that have validation and product tested in the field.

Based on the above studies the author aims to develop an English media learning based Macromedia Flash as the needs of students in order to be better. Before developed English media learning based Macromedia Flash, the steps are shown in the form of a frame in the picture 2.7.

From the picture below can be explained that in the English learning of a teacher in the classroom using learning media using Macromedia Flash applications. Learning media to be created using Macromedia Flash applications is expected to increase the motivation and interest of students in learning to understand especially on English subjects in grades VII junior high school often considered difficult and boring.

Problems found:

1. Lack of utilizing existing technologies in the learning process
2. The English subjects sometimes considered difficult and boring for students
3. Learning media used the appropriate monotonous, less stimulating activity of students in the learning process.

English learning seventh grade SMP/MTs

The development of Learning Media based on Macromedia Flash on the material the name of animals and the name of surrounding objects at seventh-grade junior high school

Validation of product

Experts Judgement

Figure 2.7 Frame of Thinking

B. Relevant Studies

Based on the theoretical study conducted, the following are some preliminary studies that are relevant to the research that will be carried out by researchers as follows:

1. The research is done by Ghea Putri Fatma Dewi with a title game development introduction of animal names in English as the medium of instruction, elementary school students-based Macromedia flash. This research aims to know the results of the development of educational game animal name recognition in English using Macromedia flash, find out the feasibility of the introduction of game animals by name English as a medium of instruction to enhance student learning outcome of primary school grade 4 based Macromedia flash, and knowing the responses of students against the use of educational games animal names in English-based Macromedia flash as a medium of instruction, with the material basis of the introduction of animal names in English, and find out the feasibility of the media as a medium of instruction[37]

2. Research that develops media software with Macromedia Flash is done by Nana Ronawan Rambe with a title Development of Learning Media for English Tenses Based on Interactive Multimedia in Elementary School Students the research and development is aimed at: (1) Produce interactive learning media that is fit for use, easy to learn and can be used for individual

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[37] Ghea Putri Fatma Dewi, *Pengembangan Game Pengenalan Nama Hewan Dalam Bahasa Inggris Sebagai Media Pembelajaran Siswa Sd Berbasis Macromedia Flash,* Faculty Of Engineering Thesis UNY, (2012).

learning, (2) To determine the effectiveness of interactive learning media developed in subjects in English. The research method is the Research and Development using a model of Dick and Carey. Hypothesis testing results prove that there is a significant difference between the learning outcomes of students that learned using interactive multimedia learning outcomes of students that learned without using interactive multimedia. This is indicated by the data processing which gained t count equal to 9.0229, while the tables t = 1.98, at α = 0:05 to 98 hp. The results of calculations where thitung> t table, ie 9.0229 t> 1.98. It was concluded that the results of the study group of students that learned using interactive multimedia learning amounted to 95.63% and higher than the group of students that learned without using interactive multimedia learning, which amounted to 90.00%[38]

The differences of this research with the previous research are located on the material delivered, the place of research, research subject, media design and the methods used by researchers.

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[38] Nana Ronawan Rambe, *Pengembangan Media Pembelajaran Tenses Bahasa Inggris Berbasis Multimedia Interaktif Pada Siswa Sekolah Dasar,* Journal of Information & Communication Technology in Education, Vol. 3, No. 2, December 2016

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