
The Use of Macromedia Flash Player as Media in Enhancing Students' Writing Ability in the 1st Year Students of SMAN 1 Pinrang

Khaeril Amri S

amrikhaeril@gmail.com

STAI DDI Pinrang, Indonesia

ABSTRACT

This research was about the use of flash player as media in enhancing students' writing ability in descriptive text at the 1st year students of SMAN 1 Pinrang. The principle problem was only one that was "To what extent does flash player as media enhance the students' writing ability in writing descriptive text at the first year students of SMAN 1 Pinrang?" The objective of the research is "to find out the enhancement of the students' writing ability in writing descriptive text". The research was quasi Experimental Design using "Nonequivalent Control Group Design. The population of this research was the 1st year students of SMAN 1 Pinrang which consisted 270 students. The samples were taken by using cluster sampling. The researcher took two classes randomly as the sample. It involved 60 students with X.2 consisted 30 students as experiment class and X.4 consisted 30 students as control class. In experiment class, the total mean score of post-test was 70.06 was greater than the total mean score in control class was 62.96. From the t-test, the researcher found that the value of t-test in post-test was greater than t-table ($3.22 > 2.021$). Based on the finding and discussion of the research, the researcher drew a conclusion that the use of flash player as media is effective to enhance the students writing ability in descriptive text at the first year students of SMAN 1 Pinrang.

Keywords: *Teaching writing, Macromedia flash player, Students writing ability*

INTRODUCTION

Language is the principle means for human to communicate, to transmit information or to share idea. According to Brown (2000) Language is a system of arbitrary conventionalized vocal symbol, written or gestured symbol that enables member of given community to communicate intelligibly to each other. There are several forms of communication; the forms are spoken language and written language. The purpose of communication is to send a message from the writer or speaker to the reader or listener.

Writing is one of ways to communicate each other to express ideas, thought and feeling into written form. Writing is unnatural act like speaking. Writing needs more efforts than speaking does. Writing needs more effort to dig and manage the ideas which are form the writer's mind and pour it into written form effectively so, it will be readable.

Writing also is one of the four skills besides speaking, listening, and reading which are given emphasis in second language learning and it is put on curriculum. The curriculum in Indonesia requires the students to be able to write some kinds of the text

There are many text types taught in senior high school. Each text has different social function, schematic structure, and language features. One of the texts taught for the first grade of senior high school is *Descriptive text* in order to make the students know how to describe any subject in their surroundings. According to Oshima and Hogue in Kiptiyah (2010) description is writing about how something or someone looks and uses space order. In space order, you might describe something from up to bottom or from left to right.

Teaching writing to students is not an easy. The students sometimes face a lot of problems. *First*, the students difficult in digging their ideas and make it into a good sentence or paragraph. The cause is the students still lack knowledge of vocabulary. So, the students feel confused to begin write because they difficult to think and choose the appropriate words. *Second*, when the students write a text, the students are still difficult to consider the grammar pattern. Some students usually use inappropriate tenses in writing descriptive text. For this case, it will make the students' text unstructured. Many rules in writing descriptive text that have to be mastered. So, in teaching learning process, the teacher should choose suitable method or media to make the students easier to understand the rules. Third, many teachers still use conventional teaching method or traditional method in teaching English. This method only emphasizes the students to keep silent in the class while listening to their teacher's explanation without discussion; as a result, it is hard for the students to begin write. Finally, the students cannot improve their creativity and imagination. Meanwhile the imagination of students in writing descriptive text is needed in order to make colourful and realistic writing.

Based on the problem before, the researcher wants to give solution especially in enhancing writing ability in descriptive text, so that, the students will be better in writing. The solution is by teaching descriptive text using flash player to overcome the problem faced by students. Dharma in Epi Purnama (2013) tells the use of media or multimedia can help teacher in teaching because no need for teacher to talk much, time-saving, teacher's explanation helped by the media so that, the students can understand easier, the teaching learning process will be interesting, and motivate students to learn.

Macromedia flash player is multimedia software that serves simply and interesting features such as picture, high graphic, and animation form in collaboration with sounds, text and voice. Flash player also provides quiz game, the aim is to make the learning-teaching process more attractive. Goldman in Zarkoni (2014) who describes the effectiveness of using Macromedia Flash Player state that "The rich media of Flash provides an excellent means of gaining your audience's attention to a course, why the course is relevant to them, and the benefits of taking it. Many marketing strategies utilize electronic announcements, such as e-mails or intranet articles but via Flash you can deliver a more effective and entertaining message than with text and static graphic alone.

By means of this research, the researcher expects that by using this media, the students will more motivated and easier to write what should write in descriptive text and not confused about the rules of descriptive text.

That is why, in this study, the researcher interested to apply a media especially macromedia flash player in teaching writing to see whether there is an improvement or not.

Based on background above, the research was directed to use flash player as media in enhancing the students' writing ability in descriptive text at the 1st year students of SMAN 1 Pinrang. Therefore, the problem of the research is "To what extend does flash player as media enhance the students' writing ability in writing descriptive text?"

REVIEW OF RELATED LITERATURE

Epi Purnama student from English Education Study Program, Tanjung Pura Universty, Pontianak (2013). The researcher concludes that Teaching by using Macromedia Flash was helpful to improve students' reading comprehension. It was indicated by the improvement of students' mean score in the post-test. The researcher also suggests that applying macromedia flash player in teaching English can make the students enthusiastic in learning English.

The next finding came from *Ahmad Siifaus Sarif (2010) in his thesis entitled: The Use of Sketch as a Learning aid to Improve Students' Writing Skill in Descriptive Text (A Classroom Action Research at the Eight Grade of SMP H. Isriati Semarang in the Academic Year of 2010/2011)*. The objectives of his study were to describe the implementation and to find out the effectiveness of using sketch as a learning aid to improve students' writing skill in descriptive text. He said that using a sketch is fun and motivates students to learn writing English easily because they can see and imagine in their real life, furthermore the sketch is in good design and good theme. The result showed that the students' achievement in writing skill improve.

Both of the previous research findings before have the same purposes, which are to explore the effectiveness using media in in EFL class, especially on writing. The findings also showed that even use the different media both of the study showed the improvement in learning English. It can be concluded that the media plays an important role in teaching learning process in EFL class.

AECT (Association of Education and Communication Technology) in Arsyad (2015) provides limits on media that all forms and channels used to convey the message or information. Media is frequently replaced with the word mediator. Fleming in Arsyad (2015) state that media is the cause or instrument intervened and reconcile the two sides. By the term mediator, media indicate the function or role of organizing an effective relationship between the two main sides in the learning process-Student and learning content.

According to Yudhiantoro (2006) who state that Macromedia Flash is a vector-based application program professional standard authoring tool used to create animations and bitmaps that are very interesting to create animated logos, movies, games, interactive menus, and manufacture of web applications.

The explanation above, it can be concluded that, Macromedia Flash is a graphics design application software which is very popular, especially to create animation applications in the spectacular effects. Macromedia Flash is very useful to support the success of a presentation and the learning process. In Macromedia Flash, we can include elements such as images or movies, animations, presentations, games, can be used as a tool for web design, and various other multimedia applications. The use of Macromedia Flash is the most appropriate props, because teachers can provide learning interesting and easy to understand for students. In this case, the writer will not explain how to make a presentation using Macromedia flash application, because the writer use the programs that are available without having to install an application or make the presentation materials.

RESEARCH METHOD

The research design used in this research was quasi-experiment class exactly non-equivalent group design. In this design, there were two classes, which were experiment class and control class. In experiment class flash player was applied as a teaching media and in control class conventional teaching method was applied as well as both of the class got pre-test and post-test. Thus, the researcher wanted to know whether using flash player as media in teaching writing give the significant effect to enhance the students' ability in writing descriptive text or not.

Based on the diagram before, there were two classes which were divided into experiment class and control class. Both of them did pre-test (O_1 and O_3). The pre-test was given in order to know the students' prior knowledge before the treatment. Next, the treatment (X) would be applied to the experiment class and post-test (O_2 and O_4) was given to both of classes (Sugiyono, 2015). Post-test was applied in order to know the students' achievement or results of the two classes. The score of both of classes were compared to see the enhancement.

RESEARCH FINDINGS AND DISCUSSION

The findings of the research deal with the rate percentage of the students' score obtained through test, mean score, standard deviation, and test of significance.

Table 1
The distribution of frequency and percentage score of Experiment class in pre-test

No	Score	Classification	Frequency	Percentage
1	85-100	Excellent	-	-
2	70-84	Good	2	6.66%
3	55-69	Fair	18	60%
4	40-54	Poor	10	33.33%
5	0-39	Very Poor	-	-
Total			30	100%

Table 4.1 above shows that, the rate percentage of score of experiment class in pre-test from 30 students, 2 (6.66%) students achieved good score, 18 (60%) students achieved fair score, and 10 (33.33%) students achieved poor.

Table 2
The distribution of frequency and percentage score of Experiment class in post-test

No	Score	Classification	Frequency	Percentage
1	85-100	Excellent	2	6.66%
2	70-84	Good	13	43.33%
3	55-69	Fair	15	50%
4	40-54	Poor	-	-
5	0-39	Very Poor	-	-
Total			30	100%

While, the rate percentage of score of experiment class in post-test from 30 students at table 2 shows that, the students achieved 2 (6.66%) excellent, 13 (43.33%) students achieved good, and 15 (50%) students achieved fair score.

It means that the score and percentages of experiment class in the post-test were better than in pre-test because in the rate percentage in the post-test was higher than the percentage in pre-test.

2. The Classification of Students' Pre-Test and Post-Test Scores in Control Class.

The following table shows the distribution of frequency and percentage of final score of teaching Writing Descriptive Text at the first years students of SMA Negeri 1 Pinrang in pre-test and post-test for control class.

Table 3
The distribution of frequency and percentage score of Control class score in pre-test

No	Score	Classification	Frequency	Percentage
1	85-100	Excellent	-	-
2	70-84	Good	4	13.33%
3	55-69	Fair	16	53.33%
4	40-54	Poor	10	33.33%
5	0-39	Very Poor	-	-
Total			30	100%

Table 3 shows that, the rate percentage and frequency of the students' control class in pre-test, none of the students got excellent score. There were 4(13.33%) students got good score, 16(53.33%) students got fair score, and there were 10(33.33%) students got poor score.

Table 4.4
The distribution of frequency and percentage score of Control class score in Post-test

No	Score	Classification	Frequency	Percentage
1	85-100	Excellent	-	-
2	70-84	Good	6	20%
3	55-69	Fair	19	63.33%
4	40-54	Poor	5	16.66%
5	0-39	Very Poor	-	-
Total			30	100%

Table 4 above shows that in post-test, there were none of the students got excellent score. There were 6 (20%) students got good score, 19 (63.33%) students got fair score, 5 (16.66%) students got poor score.

Based on the result above, it can be concluded that the rate percentage in the post-test was different in the rate percentage in pre-test.

3. The Mean Score and Standard Deviation of Experimental Class and Controlled Class

After calculating the result of the students score, the mean score standard deviation or both classes be presented the following table:

Table 5
The mean score and standard deviation of Experiment class and Control class in pre-test and post-test

Class	Pre-test		Post-test	
	Mean Score	Standard Deviation	Mean Score	Standard Deviation
Experiment	58.23	7.5	70.06	9.10
Control	57.93	7.50	62.96	8.91

The table above showed that, the mean score of experiment class in pre-test was (58.23) And the standard deviation of experiment class was (7.5), and the mean score of control class in pre-test was (57.93) and the standard deviation of control was (7.50). While the mean score of

experiment class in post-test was (70.06) and the standard deviation of experiment class was (9.10), and the mean score of control class in post-test was (62.96) and its standard deviation was (8.91). It can be concluded from both of the tests; the experiment class gained greater mean score in the post test than the control class.

The significant score between experiment and control class can be known by using t-test. The result of t-test can be seen in table 4.6 as follows:

Table 6
Distribution the value of t-test and t-table

Variable	t-test value	t-table value
Pre-Test	0.16	2.021
Post-Test	3.22	2.021

Table 4.6 above indicates that, the value of the t-test was higher than the value of the t-table. It indicates that there was a significant difference between the result of the students' pre-test and post-test.

The statistical analysis from the result of the students' writing ability test of this research shown that the students' writing ability before doing treatment through flash player was still low. It was proved by the result of pre-test before treatments that there were 30 students, 2 (6.66%) students achieved good score, 18 (60%) students achieved fair score, and 10 (33.33%) students achieved poor.

On the contrary to the result of the students' pre-test before, there was a significance improvement on the post-test where 2 students achieved (6.66%) excellent, 13 (43.33%) students achieved good, and 15 (50%) students achieved fair score.

Based on the table of distribution the value of t-test and t-table in post-test previously, the researcher concluded that t-test value was higher than t-table ($3.22 > 2.021$). It can be concluded that the students' writing ability achievement has improved successfully. If t-table value is higher than t-test at the level of significance $\alpha 0.05$ and $df (N_1+N_2) - 2 = (30 + 30) - 2 = 58$, it meant that (H_0) was accepted and (H_1) was rejected. In contrary, if the t-test was higher than t-table, it meant that (H_0) was rejected and (H_1) was accepted.

From the result above, we shown the difference between t-test and t-table was enough high. It could be concluded that teaching writing by using flash player was proved to be effective in enhancing the students' writing ability in descriptive text.

CONCLUSION AND SUGGESTION

Based on the result of the data analysis, research findings, and discussion in the previous chapter, the researcher concluded that:

The use of flash player as media is effective in teaching writing descriptive text at the first-year students of SMAN 1 Pinrang. Using flash player as a media in teaching can enhance the students' ability in writing descriptive text. The students' ability in writing descriptive text before applied flash player was still low. It was different from the students' ability after applied flash player. It was found in students' post-test was higher than the pre-test, which proved that applied of flash player in learning activity contributed to the students and it was effective in teaching writing descriptive text.

The enhancement can be seen through the statistical analysis that t-test value that was 3.22 greater than t-table value 2.021. Flash player as a teaching media was enough effective in enhancing the students' ability in writing descriptive text at the first-year students of SMAN 1 Pinrang.

Based on the conclusion described above, the researcher gave some suggestions; (1) for the students, it will make the students interesting in learning English. By this media, the students will not feel bored, depressed, and many more because it will make the students feel enjoy in the class. (2) for the teacher. It is suggested for the teacher as an alternative media in teaching English, combining with fun teaching learning activities to catch the students' attention in leaning writing. (3) for the future researcher. The results of this research can be a reference for other researcher who do an advance or further research about this implementation of this macromedia flash player in EFL classroom. It also provides an alternative source and guidance for the next study to obtain better and more accurate results.

REFERENCES

- Arsyad, Azhar. *Media Pembelajaran*. Jakarta: PT RajaGrafindoPersada, 2015.
- Brown, H. Douglas. *Principles of Language Learning and Teaching*. New York: Addison Wesley Longman, 2000.
- Hammerton, Maththew. *Using Macromedia Flash to Design Effective Learning Support Resources to Teach Bioscience*. Faculty of Social Science And Hummanities. Loughborough University.Pdf.
- Kiptiyah. *Improving Students Writing Skill in Descriptive Text Using "The Power of Two and Four" (A classroom Action Research with 8th grade Students of MTs Irsyaduth Tullab Tedunan Wedung Demak in Academic Year 2010/2011)*. A Thesis of IAIN Walisongo Semarang, 2010.
- Klimova, Blanka Frydrychova. *Multimedia in Teaching of Foreign Languages*. Journal of Language and Culture Education. 2013
- Ni'mah, Ulin. *The Effectiveness of Using Basic Questioning with Picture to improve students' Descriptive Writing Skill (An experimental research at the 7th grade of SMPN 31 Semarang in Academic Year 2011/2012)*. Thesis. Semarang. IAIN Walisongo Semarang, 2012.
- Purnama, Epi. *Teaching Reading Comprehension on Descriptive Text by Using Macromedia Flash*. English Education Study Program. Language and Arts Education Department. Teacher Training and Education Faculty. TanjungPuraUniversty, 2013.
- Siifaus, A.S. *The Use of Sketch as Learning Aid to Improve Students' Writing Skill in Descriptive Text (A Classroom Action Research at The 8th Grade Students of SMP H. Isriati Semarang in Academic Year 2010/2011)*. A Thesis of Walisongo State Institute for Islamic Studies Semarang. 2010.
- Sugiyono. *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, dan R&D*. Edition XXII; Bandung: Alfabeta, 2015.
- Yudhiantoro, Dhani. *Membuat Animasi Web dengan Macromedia Flash Profesional 8*. Yogyakarta: Andi Offset, 2006.

Zarkoni. The Use of Macromedia Flash Player to Increase Vocabulary Mastery in the 7th Grade of MTs Sa Pancasila Salatiga in Academic Year 2013/2014. A Thesis of UIN Salatiga, 2014.