USING ADOBE FLASH PROFESSIONAL CS5 (INTERACTIVE VIDEO) TO TEACH LISTENING IN SENIOR HIGH SCHOOL

PAPER

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Judul   : Using Adobe Flash Professional CS5 (Interactive Video) to Teach Listening in Senior High School

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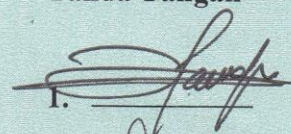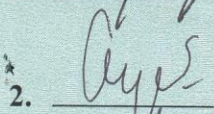
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ABSTRAK

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Pengajaran *listening* hendaknya menggunakan materi yang sesuai dengan kebutuhan siswa dan kurikulum. Namun, pengajaran *listening* yang sering ditemukan saat ini adalah materi yang langsung dibacakan oleh guru bidang studi bahasa Inggris dan hal ini tidak cukup untuk melatih kemampuan siswa dalam *listening*.

Makalah ini membahas tentang pemanfaatan Adobe Flash Professional CS5 untuk mengembangkan materi ajar *listening* bagi siswa SMA yang difokuskan pada kelas sepuluh karena kelas sepuluh merupakan kelas dasar dalam pengajaran *listening* sehingga perlu penanganan yang tepat agar mereka terlatih dengan materi-materi *listening* berikutnya dalam tingkat kesulitan yang lebih bervariasi. Materi yang dikembangkan ini berbasis video interaktif. Video interaktif ini berisi materi ajar yang telah disesuaikan dengan kurikulum yang berlaku. Pada video interaktif ini dikumpulkan satu paket materi yang terdiri dari percakapan-percakapan dari *native speaker* dan soal-soal latihan untuk melatih kemampuan *listening* siswa. Siswa dapat termotivasi untuk belajar karena desain video yang hampir menyerupai sebuah game dan mereka juga dapat langsung berinteraksi dengan video untuk bebas memutar dan memilih bagian yang diinginkan atau diperlukan. Dalam hal ini guru dapat berperan sebagai fasilitator sekaligus penggerak untuk memperkenalkan cara penggunaan video tersebut. Selanjutnya makalah ini bertujuan untuk memperkenalkan bagaimana cara penggunaan Adobe Flash Professional CS5 (*Interactive Video*) dalam pengajaran *listening*. Sehingga dapat disimpulkan bahwa Adobe Flash Professional CS5 (*Interactive Video*) dapat digunakan sebagai materi ajar *listening* pelajaran Bahasa Inggris. Pemilihan materi yang sesuai dengan kebutuhan siswa diharapkan mampu mengatasi kesulitan mereka dalam *listening*.

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CHAPTER I
INTRODUCTION

A. Background of the Problem

Listening is one of important skills in interpersonal relationship. Everybody has to be able to listen and catch what the speaker said in order to communicate well. As Mathews (1993:1) says, listening perhaps is the most precious skill for everyone in order to interact with other person. It shows that how meaningful listening is in daily life. It will be hard for people to communicate if they cannot listen to others.

Furthermore, Wilson (2008:12) says that there are four causes of why listening is difficult. Firstly, it is because of the characteristics of the message. It means, different form of the message, speech and talk show, can influence the listeners' comprehension. Then, difficulty of listening is also influenced by the characteristics of the delivery. There are two kinds of delivery, reciprocal and nonreciprocal. Reciprocal is a situation where listeners have opportunity to react with the speaker if they do not understand about the conversation. While, nonreciprocal is a situation where listeners have no opportunity to react with the speakers. They only can accept the conversation such as listening from television or radio. Next, it is because of the characteristics of listener. Each learner has different way to study. There are some students like to study while listening to the music or capture the lesson by body moving. While, some others like to study calmly. These differences can destruct the students in listening. Last, the characteristics of the environment are also influenced. Weather in the room can

influence the ability of the students to capture the conversation. Uncomfortable situation will definitely destruct students' concentration.

Based on preliminary observation and informal interview to some students in some senior high schools in Bukittinggi, there are some problems they faced in learning listening. In some schools, teacher reads some texts and students complete C-Test with the words they heard. It is hard for the students to complete the C-Test correctly because the teacher cannot pronounce the words correctly. Actually, listening material by the voice of the teacher has several weaknesses. First, there will be vocabulary misspronounce. Students may know the words in written form but it will be hard for them to understand the words if the speaker cannot pronounce it correctly. The second one is the speed of conversation. The native speaker or real communication in English will not speak slowly in daily life. It perfectly cannot train students to listen. The last is the tone of the conversation. Different tone will give the different meaning and later can lead misunderstanding. These problems can destruct the learners' ability in listening skill.

Furthermore, it seems that some schools or teachers are lack of listening material that provide a good pronunciation such as a native speaker does. As students rarely listen to a good conversation like the real American, British or Australian do also make them difficult to face the listening material in National Examination (*Ujian Nasional*). It is because in UN the listening material involves speakers who talk fast and have a really good pronunciation like Australian speaker, meanwhile the students are not familiar with the conversation since they

only listen to the teachers. Based on this condition, listening materials in the school should use good speakers. It is needed for students to be trained by listening English like the real native speaker more often in order to enable them in *Ujian Nasional* later.

In addition, listening material that is used in some schools nowadays does not fulfill the curriculum requirements. There are some English teachers in schools that can provide audio material but the material is not suitable with the curriculum. The material does not base on the syllabus. It may destruct the learning program since it does not achieve what the curriculum needs. It does not only destruct the program but also destruct students' attention. It will be hard for them to pay attention to the new topic in every meeting.

Another case in some schools, listening material is not arranged to encourage the learners to listen. Students said that, learning listening is boring and difficult. There is not variety in listening material given. Based on Thomlinson (2003:15), materials should have ability to attract the students and teachers, the materials should be able to motivate learners, and the materials should match with administrative requirements such as standardization and preparation for an examination. It means, students can be motivated to learn by the interesting materials and suitable with the curriculum.

Based on Thomlinson's opinion, it is clear that material has to consider students side. Nowadays, students, moreover, senior high school students are more interested to study with fun atmosphere. They will be easily to be bored in learning if the situation is not supporting. So, listening material should also be

able to provide fun atmosphere in the learning since one of the characteristics of the students is learning in fun atmosphere.

Based on the problems above, it can be seen that one of the most important things in listening is the appropriate material. The material has to be suitable with the characteristics of the students. To fulfill the characteristics of the students, material based technology is suggested. It is supported by Meskill (1996:181), technology is perceived as enlargement to the process of language acquisition. It is because the language can be acquired by using audio or video.

One of the applications that can be used to create listening material is by using Adobe Flash Professional CS5. It is proposed to try solving these problems. By using this application, the material can be designed based on students' need, for instance, repetition in each sentence, provide music and animated pictures. Adobe Flash Professional CS5 is software to create animation, video or pictures. The users of this media can import music, another video, and some pictures or may be create an animation by their own. As a teacher who must follow students' needs, it is needed to design a material that contains music or pictures students' like nowadays in order to attract their attention.

In addition, listening materials will gather in one uniformity in form of interactive video. It is called interactive video because students or the operator can interact with the video by clicking the buttons available in the video. A good conversation will be settled on it and the material can be adjusted based on the curriculum. This video gives the easiness to the users. The operators can go backward or forward depends on their needs in the conversations. If the operator

cannot get one point in one statement so they can repeat that point only. It is assumed that it will help students to understand directly and can train students in listening to the native speakers.

B. Limitation of the Problem

Based on the identifications of the problem, in this paper, the problem will be limited to see the implementation of using Adobe Flash Professional CS5 (Interactive Video) to teach listening for Senior High School Student to overcome the listening problem.

C. Formulation of the Problem

Based on the identification and limitation of the problem, the problem of the paper is formulated as "How is the interactive video by Adobe Flash Professional CS5 implemented in teaching listening for senior high school?"

D. The Purpose of the Paper

The purpose of this paper is to give a model of how to use and develop Adobe Flash Professional CS5 (interactive video) in teaching at Senior High School. It is hoped that the students will give more attention to the subject and improve their motivation and ability in learning process.