FLASH MEDIA IMPLEMENTATION IN TEACHING READING

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ABSTRACT

The media if used in the educational setting will complement the teaching-learning process. It will make the English language teaching better and more effective, and will also 'enhance the students' ability and to attract students' attention in order to understand and experiment with the language. This research aims at: (1) describing how Flash Media used in teaching and learning of reading, (2) describing the other media that are used to support Flash Media in teaching and learning of reading, and (3) describing the difficulties of implementing Macro Media Flash Player in teaching and learning of reading. This research applies a case study method as one of qualitative research. The subject of the research were the English teacher and students on the ninth grade of one junior high school in Wonogiri. The data were collected through non-participant observation, interview, and documentation. In analyzing the data, the researcher used interactive model of analysis data by Miles and Huberman. The findings of the research show that the implementation of the Macromedia Flash Player has shown positive relation in supporting teaching and learning process. The other supporting media were also play the role to complete the teaching and learning experiences. It is hoped that the result can encourage English teachers to explore more medium and implement it in teaching and learning.

Keywords: *Flash Media, Media, Junior High School, Case Study, Reading*

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Media jika digunakan pada pendidikan akan mendukung proses belajar mengajar. Media juga akan membuat pembelajaran bahasa inggris lebih baik dan lebih efektif, selian itu juga akan meningkatkan kemampuan siswa dan menarik perhatian siswa dengan tujuan untuk memahami dan bereksperimen dengan bahasa. Penelitian ini bertujuan untuk: (1) mendeskripsikan bagaimana Flash Media digunakan pada pembelajaran membaca, (2) mendeskripsikan media lain yang digunakan untuk mendukung Flash Media dalam pembelajaran membaca, (3) mendeskripsikan kesulitan implementasi dari Flash Media dalam pembelajaran membaca. Penelitian ini menggunakan metode studi kasus sebagai salah satu dari penelitian kualitatif. Subjek dari penelitian ini adalah Guru Bahasa Inggris dan siswa kelas 9 dari sebuah Sekolah Menengah Pertama (SMP) di Wonogiri. Data dikumpulkan melalui observasi, interview, dan dokumentasi. Analisis data menggunakan *interactive model of analysis* oleh Miles dan Huberman. Temuan dari penelitian menunjukkan bahwa implementasi dari *Flash Media* menunjukkan hubungan positif dalam mendukung proses belajar

mengajar. Diharapkan bahwa hasil penelitian ini dapat mendorong Guru bahasa inggris untuk mengeksplor lebih banyak media dan mengimplementasikannya dalam pembelajaran.

Introduction

Language learning as a process to acquire knowledge needs hard work and sometimes will make students frustrate and get bored. As stated by Brown (2007) that language learning is not a simple thing because it involves several aspects such as commitment, intelligent, and emotional response to be able to communicate in a second language. The use of media in teaching- learning process is not a new thing. The media if used in the educational setting will complement the teaching-learning process. It will make the English language teaching better and more effective, and will also 'enhance the students' ability to understand and experiment with the language (Rao, 2014, p.142).

In this study, the researcher focused on Flash Media, especially in teaching reading for Junior high school students. Flash Media is a media that is created using Macromedia Flash Player. Flash Media is one kind of media that can help the teacher to draw the students' interest. It is also arouse their motivation to learn. When the teaching and learning process got the attention and interest from the students', they will participate actively and focus to the process towards to the successful teaching and learning process.

Methods

This study was held in one of junior high school in Wonogiri. This school had implemented Flash Media as one of the media whether printed or digital in supporting teaching and learning activities. The implementation is also supported with the facilities that provide by the school to improve teaching and learning experience.

The design of this study was a qualitative case study in nature, since it dealt with a small-scale case; interpretation as its main method; and put emphasis on the

development process in which events and actions took place (Maxwell, 1996: 71). Thus, this study used qualitative case study research method in collecting and analyzing data. These words largely formed that is extracted from the following three sources: (1) events: In this study, the events were the activities during English teaching and learning processes in the ninth grade of junior high school. The events were all activities during teaching and learning process of English; (2) participants: In this study, the informants were the teacher and the students of the 9th grade junior high school; and (3) the document: The sources of data was taken from the document such as: the syllabus as the followed guides, the lesson plan of English subject matter, mid-test score of the students etc. The data for this research are collected using qualitative research method.

In collecting the data, the researcher conducted three techniques: (1) observation: the researcher acted as a non-participant observer. Having an observation in the teaching and learning process in the classroom is the way of fulfilling the information needed. Observation allows the description of the teaching and learning process as it occurs naturally. The observation focused the use of Flash Media in reading class; (2) interview: The interview of this study consists of questions formulated in order to gather data for answering the research questions. Hence, it is addressed to some participants about the information needed by the researcher. In this case, the interview aims to obtain more information. The researcher provided list of questions before the interview session began. In this research, the researcher adopted semi-structured interview in order to get more complicated information about the topic under study; and (3) document analysis: "Document is an umbrella term to refer to a wide range of written, visual, and physical material relevant to the study at hand" (Merriam, 1988: 112). The documents were also supported by the photograph of the teaching and learning process and also the copy of the Flash Media that is used by the teacher in the teaching and learning process.

Results and Discussion
Each of the finding is described in more detail in table 1 summarizes issues arising from research questions in the chapter one of this study.

Table 1. Issues Arising from the Research Questions

Research Question	Issues Arising
1. How does Flash Media used in teaching and learning of reading?	a. In what stage of the teaching and learning process
	b. How is the role of the flash media in teaching and learning process
2. Is there any other media that are used to support Flash Media in teaching and learning of reading?	a. Kinds of media supporting Flash Media in teaching and learning process
	b. How do the other media support Flash Player in teaching and learning process
3. What are the difficulties of implementing Macro Media Flash Player in teaching and learning of reading?	a. Difficulties from the teacher
	b. Difficulties from the students
	c. Difficulties from the teaching and learning aids

1. The Implementation Of Flash Player In Teaching And Learning of Reading

The teacher adapting the K13 teaching and learning stages which consist of; Observing, Questioning, Gathering Information, Associating, and Communicating. From the data collected through observation and interview, there are two important terms in this study; (a) In what stage of the teaching and learning process, and (b) How is the role of the flash media in teaching and learning process. In teaching and learning of reading in this class, the implementation of Flash Player was used in almost every stages of the process. The distribution can be seen in the table 2.

Table 2. Flash Player Implementation stages in Teaching and Learning Process

	Stage of Learning				
	O	Q	GI	A	C
Meeting 1		√	√	√	√
Meeting 2		√		√	√
Meeting 3	√		√	√	√
Meeting 4	√	√		√	√

Flash player was used in almost every stages of teaching and learning process. From four meetings, the teacher utilized flash player in every meeting. The teacher begins the implementation of the flash media from the very first stage based on the materials and students' need. As the result of media implementation, the students were focussing on the media provides by the teacher. They look so active in the early stage until the

middle stage. Kimball (1997) pointed out that "Internet-generated materials can be flexibly arrayed to engage students with topics and cognitive tasks relevant to students' professional futures. In gathering information stages, the teacher gives the information asked by the students and some additional information that probably needed. The media were also implemented in associating and communicating stages of learning.

, Murcia (2002) stated that media help us to motivate students and bringing a slice of real life into the classroom and by presenting language in its more complete communication context. Media can also provide a density of information and richness of cultural input not otherwise possible in the classroom. The implementation of the media gives the students more detailed information that they willing to share with the other.The flash media that are used by the teacher mostly contains of explanation, reading text, and exercise as shown in the picture below

Picture 1. Example of Flash Media

The role of Flash Media in teaching and learning process was very important since the teacher uses Flash Media as the main material beside the handbook. In explaining the material, the teacher prefers to use Flash media rather than chalk and talk. It makes the materials were delivered to students with ease. It also attracts students' attention and interest because of the animation from the Flash Media itself.

2. Other Media Supporting Flash Player In Teaching And Learning of Reading

Beside of the Flash media, the teacher also uses another media in case to support Flash Player as the main media in teaching and learning of reading. Based on the observation and interview with the teacher and the students, there are several media that also use in the teaching and learning process. Those media were: Video, Printed media (Newspaper and Magazine), and also materials sourced from the internet. The Internet-based activities can take advantage of integrated teaching approaches. Collaborative and cooperative learning occurs when computer-assisted language learning (CALL) is used in language teaching and learning, (McCabe, 1998). Evidence was noted that the teacher uses video to support background information of the text in Flash Media. In some Flash Media that are used, there are link that can be opened and directed the students to other supporting materials from the text.

Other than that, the evidence was noted that the teacher also uses printed material when teach about main idea in report text. The teacher utilizes the authentic material to prepare the students in facing real life reading situation. The result of the observation also shows that the other media were supporting the flash media to provide teaching and learning materials and to arouse students' attention and interest in the teaching and learning process.

3. Difficulties of Implementing Flash Player In Teaching And Learning of Reading

The result of the observation reveals the difficulties in Flash Media implementation in the teaching and learning process. The difficulties come from the teacher, the students, and the teaching aids. From the interview, the teacher said that the material must be filtered to meet the students' need. The teacher had to explore the Flash Media first before it can be used in the teaching and learning process. The filtering process needs long time to the teacher since the materials should be matched with the syllabus and lesson plan.

Beside from the teacher, from students' interview there also some issues. Some of the students sometimes cannot find the flash media is interesting to them. For an instance, when the flash player material shows a text about football or racing text, female

students found it uninteresting. The observation also shows that some students get difficulties because the text from the flash player was too small to be read from the back row of the class.

Harmer (2007) said that this instructional media has two vital components. They are hardware and software. The hardware needed for this instructional media are computer and LCD projector. This instructional media combine both audio and visual material. By using computer based presentation technology – or so called multimedia presentation — enable the teacher to convey much larger information to the students. Difficulties from the teaching aid reveals by the observation. The teaching aids were actually compatible with the Flash Media requirement. The teacher usually prepared the laptop and LCD projector before entering the class. The problems comes from the light intensity of the LCD projector that is reflects on the whiteboard since the teacher is not using appropriate screen to reflects the projection from the LCD so the flash media that is shown by the teacher sometimes cannot be read from certain angle.

Conclusion & recommendation

Based on research finding and its discussion, there are three major points to conclude related to the Flash Media implementation in teaching reading. Firstly, there are many media that can be used in teaching and learning of reading. Reading was a real life skill, she explained that the media uses were depend on the students need and the material needs. Secondly, the implementation of the media has shown positive relation in supporting teaching and learning process. When the media used were filtered well and fit the needs; also the teacher were able to utilize, it can be implemented to fulfill the requirement in supporting teaching and learning process. Thirdly, the difficulties in implementing the media were explored from the teacher, the students, and the facilities in teaching and learning process. Researcher believe that the difficulties arouse can be solve in the near time. It is hoped that the other researcher, teacher, and school can be maximize, emphasize, and facilitate the use of the media in teaching and learning of English, especially in reading.

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Biography

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