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

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Abstrak

Artikel 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. 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 akan 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. Artikel ini bertujuan untuk memperkenalkan bagaimana cara penggunaan Adobe Flash Professional CS5 (*Interactive Video*) dalam pengajaran *listening*. Pemilihan materi yang sesuai dengan kebutuhan siswa diharapkan mampu mengatasi kesulitan mereka dalam *listening*.

Key word: Interactive material, Adobe Flash Professional CS5, teaching listening

A. Introduction

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. Then, difficulty of listening is also influenced by the characteristics of the

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delivery. Next, it is because of the characteristics of listener. Each learner has different way to study. 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, there are some problems they faced in learning listening. In some schools, sometimes, teacher reads some texts and students complete C-Test with the words they heard. Actually, listening material that is read by the teacher has several weaknesses. First, there will be vocabulary misspronounce. The second one is the speed of conversation. 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 also have problem related to material that provide a good pronunciation. 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*). Another case in some schools, listening material is not well arranged and attractive enough to encourage the learners to listen. Thus, students said that learning listening is boring and difficult. Based on Tomlinson (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 Tomlinson'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 does not support them. 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.

The purpose of this article 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.

Basically, listening is the natural sign to speaking (Newton and Nation 2009;37). Listening can lead people into a conversation that is very crucial in communication. Then another definition, listening listening is a kind of capability to recognize and know what other people said (Howatt and Dakin in Guo and Wills 2011;2). It can be conluded that listening is an activity or process capturing the sounds and transfers it into meaningful information that is understandable.

In listening there are micro and macro skills that are also very important to be known. Micro skills show the skill that learners should have in recognizing the meaning very specific one or meaning between words and words. Macro skills are the skills to determine meaning based on the sentences or the relation among the sentences in the speech. (Richards in Brown 2004;121).

Listening has to be taught in a good way. In teaching listening, there are some aspects that teachers have to achieved. First, teacher has to concentrate to the significant. Then, teaching listening requires to maintain the anxiety by giving some various activities. Next, giving material to the learners should not use too much new language. Later on, to activate the prior knowledge of the learners, it is better to provide several understandable inputs. Teachers can bring some pictures to the classroom, it can be printed or provided through LCD, and show it to students (Nation & Newton 2009;19).

To teach listening, interactive video can be used. Interactive media is a multimedia learning that use computer as a tool to help learners to connect into the video (Heinich, et al 2008;250). Then, Interactive multimedia enables the users to take involve in the application (Dellyanis 2012:5; Kim & Gilman in Neo, Neo & Yap 2008:1; Park in Mohler 2001:294).

The interactive video is created by using Adobe Flash Professional CS5. Gay (2012:4) says that Adobe Flash Professional is a multimedia authoring program that is used to create and design web application, games, video and animation. This software was released in 1995 for the first time. It is developing day by day until now. In 2010, Adobe Flash Professional CS5 was released to fit out the software. "Adobe Flash Professional CS5 software is the industry standard for interactive authoring and delivery of immersive experiences that present

consistently across personal computers, mobile devices, and screens of virtually any size and resolution".

B. Discussion
1. Preparation

In applying the interactive video by Adobe Flash Professional CS5, the teachers have to make some steps and preparation before beginning the class in order to make the teaching learning process runs well. It also helps the teacher to be more confident in teaching learning process. The preparations are:

a. The teachers choose the topic based on the current curriculum and create an interesting video by adobe flash professional CS5.
b. The teachers make lesson plan which includes the activity and step in applying interactive video by adobe flash professional.
c. Teachers prepare in-focus, laptop and speaker in the classroom.

To create an interactive video, teacher has to install Adobe Flash Professional CS5 to their laptop or computer. The software can be copied from one laptop to another laptop easily. The first step to create the video is to prepare some listening materials (audio and video), pictures and music in one folder. After that, the creator can import the material, pictures and music based on their own design.

For instance, the topic of the interactive video is descriptive. This model is created based on the curriculum needs. It means the video can be adjusted as the curriculum requirements. For Senior High School student's grade tenth in second semester, one of the curriculum requirements is descriptive. The learners have to be able to listen to many kinds of conversation or monologue story about descriptive one. So this interactive video consists of one conversation and one monologue story. One of the models of interactive video is as follow:
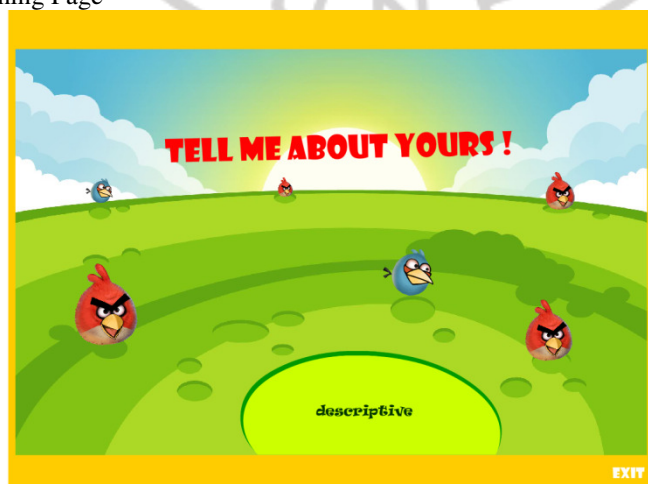
Opening Page

Figure 1

First page is the opening page of video. It is designed with colorful animated pictures in order to attract the learners' attentions at the first sight. Dagget, Cobble, Gertel (2008:2) confirms that "color is a part of haptic

environment which means the architectural integration of artistic experience, function, and technology to derive a meaningful perception". By giving interesting colors, a good perception from the learners can be gotten at the first meeting. The colors in the opening page can stimulate students' mind to feel happy. At least it is one of ways to attract students' attention to listen and watch.

In the second page until the last page (see appendixes), blue dark color is mostly used. Gale in Dagget, Cobble, Gertel (2008:2) says that learners in high school are more interested in darker colors. As a teacher, it is very important to know the intention of the learners in order to get their attention. The first thing to do in the classroom is to give students some interested materials in order to increase students' attention in learning process.

Besides choosing the color, choosing the design is also considered. The writer chooses *Angry Birds* design for this material. It is chosen because *Angry Birds* is a popular game for teenager and children at this time. Based on this consideration, the writer think that by giving the material based on the popular game will attract students' attention to study. Because students more often feel bored to study listening, encouraging them by giving material based on game can give a positive effect.

In addition, to design the menu page does not have to be consecutive. Because this video is an interactive video, so the operator can go everywhere they need. Like the example video given, the menu list is not arranged consecutively. It can be seen from the discussion (see appendix), there is not questions part under the discussion however the implementation shows the questions after the discussion. This is not matter because the learning process will not be bothered. The operator can clicks the questions button easily after finishing the discussion part.

Later on, the questions session should ask the information in the dialogue. In this video, the questions are about every information in the dialogue. The writer uses the first and the second level of questions in bloom's taxonomy. They are knowledge and comprehension levels. These levels are about the definition, concepts and descriptions that is available in the dialogue. By using these two levels of questions, the target of listening can be obtained, that is, knowing the information deeply.

Interactive video by Adobe Flash Professional CS5 is easy to use. To operate the video is very simple. It can be seen by the following picture:

c

d

6 7

e

Figure2
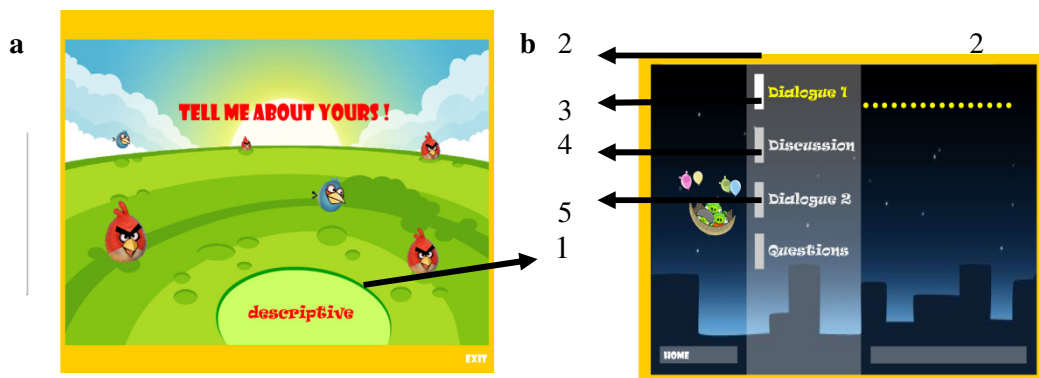
a : Opening page   **c :** First dialogue   **e :** Questions

b: Main page/ Menu   **d :** Second monologue

To enter the menu page, descriptive button that labeled "1"in the opening page "a" has to be clicked. Then the page will be moved on the second page that is labeled "b". In the menu, there are four buttons. The first one is "Dialogue1" which is labeled with "2". Number "3" is discussion, number "4" is Dialogue2 and the last is Questions that is labeled with "5".

Dialogue1 is a conversation that will be discussed. By entering the "2" button, the video will play the conversation and the page will change into "c" picture. When the speaker is talking, the red wave in number "6" will appear. To go back to the main menu, "7" button is pressed. Then, in discussion, there will be cut of the dialogue1. The conversation has been chunked into each statement by each speaker. In this session, the students will see the "c" picture. After finishing the discussion, go back to the main menu to choose the next dialogue. When dialogue2 button is clicked, there will video about another conversation therefore picture "d" will appear and click the "7" button to go back to the main menu. The last session is "Questions". It is the question about all the conversations before. When it is clicked, picture "e" will appear.

Based on the model of interactive video given, students can be encouraged by seeing the video. They will be interested to listen to the material because it is not boring material anymore. This video is designed by using colorful pictures. They just feel that they are playing *Angry Bird* together in the classroom.

2. Implementation

There are three steps in applying interactive video by Adobe Flash Professional CS5. The first one is pre-teaching. In pre-teaching the teacher has to invite the students to pay attention to the topic and activate their background knowledge. The second one is whilst teaching. In whilst teaching, teacher plays the video and discusses the content of the video with the students. The third is post-teaching. In post teaching, teacher gives the conclusion and reflection to the students.

a. Pre-teaching

The first one teacher greets and prepares the students. Greeting the students is important to know how the students are. Besides that, teacher has to make sure that the students are ready to study by their attendance in the classroom. It can be done by calling students' name one by one and asking them to put away everything that is not related to the subject.

Then teacher asks the students to pay attention to the example given by her/him about descriptive. For example, "This is my book. The color is blue and it is rather small. I like my blue book very much". Based on the example, the students can think and guess why the teacher gives them that example. Therefore in their mind, the teacher may describe about something and the topic is descriptive. This example directs the students to think critically.

After that, teacher asks the students some questions. The questions are about the topic given. Now the teacher directs them to the main topic in the conversation that will appear. For example, "do you know an apartment? How does it look like?" These questions are for giving them some information and it will help them to understand the conversation later.

The last, the teacher introduces the content and what happen in the conversation in order to direct the students to focus on the material. For instance, "Well, after this you will listen to dialogue between mom and son. Her son just moved to his new apartment. His mother called him to know everything in his new apartment. So, listen to the conversation carefully."

b. Whilst Teaching

First thing to do in applying interactive video is by playing the video. Playing the video should be supported by Flash Player as a provider to play the interactive video by Adobe Flash Professional CS5. Teacher plays the video in front of the class and all of the students watch the video together. At the first play, the students will see the topic of the material as the picture in the appendix1.

Then the teacher goes to the menu page (see appendix 2). In this page, the teacher plays the first dialogue. It is a dialogue that students have to understand. As mentioned in the background, students need to train to listen to a good pronunciation so that the conversation is taken from people who speak English as their mother language. This way can help students to be familiar with English spoken from a good speaker.

In order to make students sure about the dialogue, the conversation plays twice. As suggested by Harmer (2007:135) that playing listening audio once may not be enough. The students need to pick up the missing part that

left behind. To play the dialogue twice is very easy. Teacher only needs to click one button and the dialogue will be played. That is the convenience that interactive video by Adobe Flash Professional CS5 offered.

After that, the teacher asks the students whether the students can get all of the point of the conversation. It is very important to know the students' performance before continuing the lesson. If more than one third of the students said no, the discussion will be lead. They are asked to mention which part that they cannot get. After students mention it, the teacher comes back to the second page (see appendix2).

In the page, the teacher goes to the discussion session. This session is about the cut of the conversation. Each sentence has been separated as the picture given.

Figure 3

This model is the cut of the conversation. Teacher only replays the sentence that students do not know by clicking Mom's picture or Neil's picture. So the students will not destructed by another statement. It can also help students to focus on which part that they cannot understand. In this part, the students can have interaction directly with the material. This interaction will help students to catch the sentence easier as Dick and Carey mention in the chapter II. The teacher has to make sure that all of the students have understood about the conversation. However, it is different with audio cassete, winamp or video that cannot repeat one sentence only. As the result, the concentration of the students to listen to the difficult sentence can be bothered.

After discussing the dialogue, teacher can continue study with the questions session. To check whether the students are successfully trained by this material, the teacher shows the questions about the first conversation. It is suggested by Harmer (2007:136) that the listening sequence is started with listening to a conversation then followed by the questions. These questions are important to force the listeners to focus on the conversation. In the beginning, teacher shows the first page of questions session (see appendix6). While the questions appear, the students read them quickly and answer the questions in a piece of paper directly. They have to answer it quickly because if they pass one page in the video, they will be left behind. It plays once in short time in order to avoid cheating since cheating is not allowed. It is expected that they do not have chance to cheat because they have very limited time to answer.

When all of the questions are done to be answered, students exchange their answer sheet with their sit pair. The teacher asks one of the students to read the first questions and answer it. If the students answer "a" for example, the teacher straight forwardly clicks the button. There will a feedback directly. If it is right, there will be voice that say "Correct". If it is wrong, the voice will say "Wrong". Based on this video, all of the students can know their ability directly. In addition, the answers have been settled on the video. They have been available in the interactive video so it will save times for the teacher to check the answer one by one.

After finishing answer the questions, now the teacher comes to next story. It is also about descriptive but different dialogue. The content of this story will be harder than before. It is because of the students have been trained before in details. In this story, students are only helped by the video. They have to master the story by watching the video while listening up that story. There will be not discussion anymore like the first dialogue because the story has its own video to help learners to interpret the story. In this session students must pay all the attention in order to get the story. This will give them a new challenging in listening.

After listening to the second story, the students again are tested whether they can get the story or not. In this part, teacher asks the students to retell the story in a piece of paper by their own words. It is assumed that the students can retell the story because they can see the visualization of the story before. This question still in the same level as before, that is knowledge and comprehension level.

c. Post-Teaching

In this part, teacher gives feedback and encouragement to their activity to reflect students' performance later. Teacher and students discuss the mistakes that they have made and correct it together. The teacher asks students to pay more attention to the dialogue and increase their concentration while listening.

After that, teacher concludes the lesson. It is done in order to give students the summation of material so that they know the extraction of the material given. It helps them to focus on the lesson to build their framework on their mind.

The last, the teacher closes the class. That is the end of the lesson and also the class.

C. Conclusion

Interactive video by Adobe Flash Professional is very good material in listening training. Repeating the parts that students do not understand will make them understand what the speaker are saying. It can train the students to listen the difficult statements. This video can interact with the students and give students the situation that they are not in studying but only feel playing because it is designed as students' likely. This material is also complete material that is very easy to use. So it is very suitable with the teenagers in studying in the school.

In addition, interactive video can be implemented in the classroom by playing it in front of the class via in focus. The teacher can start with pre teaching that is introducing the topic. Then it continues with the whilst-teaching. In this part, the teacher plays all of the contents of the video. The last is post-teaching that is conclusion of the lesson. Teacher summarizes the content of the video. This video is assumed will be more interested than some listening materials that usually used by the teachers because it is like a game.

Notes: This article is based on writer's paper that is supervised by Havid Ardi, S.Pd. M.Hum.

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