

## The Effect of Macromedia Flash for Teaching Writing Short Functional Text on SMP 36 Purworejo

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**Abstract.** The aim of this research is to determine the effectiveness of macromedia flash program in teaching Indonesian students to write short functional texts. The researchers recruited sixty middle school students to participate in this investigation. The researchers use tests as one of their research instruments. The researchers used the Macromedia Flash program to display the content. The researchers analyzed the data using statistical methods and the SPSS program. Research findings show that teaching students to write short functional texts with macromedia flash has a big impact. These results indicate that training students to write short functional texts using the Macromedia Flash program is an effective teaching method.

**Keywords:** Macromedia Flash, Teaching Writing, Short Functional Text

### 1. Introduction

The current development of the world of education cannot be separated from the development of science and technology. Education is the main capital in developing a young generation that is ready to face the world of work [1]. The world of education is required to always move along with global technological developments [2]. The demands of the world of work are currently increasingly difficult, because the world of work requires prospective workers who have superior competence in their respective fields. The digital age has arrived, allowing for the rapid and easy transmission of all the information people might possibly require [3]. This is because people may freely and rapidly access a wide variety of information online because to its simplicity of use [4]. With the aid of science and technology, human life has advanced significantly in the twenty-first century. In order for the next generation to be able to adjust to the advancements of today, it is necessary for them to be highly competitive. Learning with innovative skills is one of the 21st century's competencies, in terms of how it is delivered and the educational resources used [5]. Computer and internet usage is exploding, not just in workplaces but increasingly in educational institutions. These modifications reflect how education is changing as a result of technology's infiltration of the field, affecting both teachers and students [6]. English is one of the many subjects that students are required to acquire in the field of education. One of the subjects taught at all educational levels is English. English has four skills; one of them is writing skills. One of the most crucial abilities that students need to have is writing, as proper English writing requires mastery of grammar. Writing is a linguistic skill that requires constant learning; effective writing gives the reader clear information [7]. Proficiency in writing is one of the main topics covered in lectures when studying English. In addition to serving as a standard for opinion expression in writing, writing is a crucial factor in the selection of employment applications for many businesses. As a result, writing education resources need to be modified to meet the demands of students when they enter the workforce. Writing instructional materials will be created by compiling learning resources.

Apart from that, every school should teach English since it is essential to raising people's quality of life and relationships at the international level [8]. Even so, many people find learning English very difficult and confusing. According to the junior high school syllabus, students are expected to be able to recognize the following: (1) Information from the text; (2) The text's goal; and (3) The text's general structure. Writing is one way to communicate with each other to express ideas, thoughts and feelings in written form. Writing is an unnatural act like speaking. Writing requires more effort than speaking. Writing requires more effort to explore and manage the ideas in the writer's mind and put them into written form effectively so they are easy to read [9]. Teaching and learning English, especially writing skills, is not an easy job. It requires hard work and enthusiasm from teachers and students. The success of the teaching process is determined by the quality of the teaching and learning process such as strategies, methods and techniques [10]. The use of strategies, methods and techniques that are appropriate to students' situations and conditions can influence students' level of understanding and performance in learning.

Teaching writing to students is not an easy thing, students sometimes face many problems [9]. First, students have difficulty exploring their ideas and arranging them into a good sentence or paragraph. The reason is that students still lack vocabulary knowledge. So, students feel confused about starting to write because they have difficulty thinking and choosing the right words. Second, when students write a text, students still have difficulty considering the grammatical patterns. Some students usually use inappropriate tenses in writing short functional texts. In this case, it will make the student's text unstructured. There are many rules for writing short functional texts that must be mastered. Therefore, in the teaching and learning process, teachers must choose suitable methods or media so that students can more easily understand the rules. Third, there are still many teachers who use conventional teaching methods or traditional methods. This method only emphasizes students being silent in the classroom while listening to the teacher's explanation without discussing; As a result, it is difficult for students to start writing. Finally, students cannot increase their creativity and imagination. Meanwhile, students' imagination in writing descriptive text is very necessary in order to produce colorful and realistic writing. Based on previous problems, researchers want to provide solutions, especially in improving writing skills in short functional texts, so that students will be better at writing. The solution is to teach short functional texts using flash macromedia to overcome the problems students face. The use of media or multimedia can help teachers in teaching because teachers don't need to talk a lot, save time, teacher explanations are helped by media so that students understand more easily, the teaching and learning process will be interesting, and motivate students to learn [11].

Macromedia flash is multimedia software that provides simple and attractive features such as images, high graphics, and animated forms combined with sound, text, and voice. Macromedia Flash also provides quiz games, the aim of which is to make the teaching and learning process more interesting. The effectiveness of using Macromedia Flash states that "Flash's rich media provides an excellent means of drawing your audience's attention to a course, why it is relevant to them, and the benefits of taking it [12]. Many marketing strategies use electronic announcements, such as emails or intranet articles, but with Flash you can convey a more effective and entertaining message than with text and static graphics alone. One kind of computer program that can be used to convey content more efficiently is called Macromedia Flash. Using the tool Macromedia, one may develop anything from straightforward animations to intricate interactive web applications, including online storefronts. Enables users to produce media for Flash applications that is enhanced with sound, video, and graphics. Some of the characteristics that make Macromedia Flash both easy to use and powerful include the drag-

and-drop user interface components. One tool for creating sophisticated, animated web apps is Macromedia Flash. Moreover, Macromedia Flash is frequently utilized for applications such as interactive multimedia product presentations and tutorials, cartoon animations, and make-up games. Macromedia Flash is a new version based on Macromedia Flash MX 2004. Macromedia Flash produces animation in the form of a film file. These movies may contain graphics and text, as well as imported sound files, films, and event image files from other apps. Macromedia Flash can create distinctive and appealing website layouts and presentations using innovative video visuals.

Macromedia Flash is software that may be used to dynamically enhance a website or to make interactive animated films [13]. Macromedia Flash can be used to create animations, presentations, simulations, games, website navigation, web apps, ads, and more. Macromedia Flash offers various technological advantages, including [14]: One kind of computer program that can be used to convey content more efficiently is called Macromedia Flash. Using the tool Macromedia, one may develop anything from straightforward animations to intricate interactive web applications, including online storefronts. Enables users to produce media for Flash applications that is enhanced with sound, video, and graphics. Some of the characteristics that make Macromedia Flash both easy to use and powerful include the drag-and-drop user interface components. One tool for creating sophisticated, animated web apps is Macromedia Flash. Moreover, Macromedia Flash is frequently utilized for applications such as interactive multimedia product presentations and tutorials, cartoon animations, and make-up games. The Macromedia Flash animation learning method is a hardware- and software-based learning system that uses animations, photos, videos, graphics, and other material that can be interactively controlled by a computer and coupled with text, voice, and sound. This makes data processing easier. In addition, a certain kind of test is included to enhance the learning and teaching process compared to earlier iterations [15]. Macromedia Flash Animation was thus selected for usage in this study. Using Macromedia Flash Animation in the classroom has several advantages for educators. Students can be inspired, engaged, and motivated by their teachers. Additionally, this helps students comprehend concepts better, analyze information more clearly, convey information more engagingly, and learn new information. The researchers believe that one way to increase the efficacy of English language acquisition is to teach writing using Macromedia Flash Animation. This will assist English teachers in presenting engaging lesson content to students in order to increase their involvement, make it more enjoyable, interactive, and motivate them to write English. Macromedia flash animation, when utilized with a computer and projector, can help to explain an abstract topic more effectively. Macromedia Flash Animations is an object-oriented program that may be used to create vector-based images, create sound and motion animations, and create websites [15]. Macromedia Flash Animation is an audiovisual technique with advantages that can be utilized to generate new features for the educational industry.

Through this research, the researcher hopes that by using this media students will be more motivated and easier to write what should be written in short functional texts and will not be confused about the rules of short functional texts. Therefore, in this research, researchers are interested in applying media, especially flash macromedia, in teaching writing to see whether there is improvement or not. Based on the background above, research is directed at using flash macromedia as a medium to improve students' writing skills in short functional texts.

## **2. Method**

This research is included in experimental research because this research uses experiments or treatments to compare pre-test and post-test results. In addition, this research uses quantitative

methodology to process data and obtain results. Thus, experimental research is the type of research used in this investigation. In this research, researchers used an unequal quasi-experimental strategy. The non-equivalent design consists of pre-test, treatment, and post-test for the experimental class. Meanwhile, the control class consists of pre-test and post-test. Sixty students participated in the study conducted at a junior high school. The researchers conducted the investigation over five sessions. The first meeting is for the pre-test, the second to fourth meetings are for treatment, and the fifth meeting is for the post-test. Because the researchers obtained samples from students' classes randomly, the data for this study was collected using random sampling. Lack of financial resources, time, and energy is another reason researchers choose this sampling strategy. Therefore, they were unable to collect a large enough and representative sample. In addition, this method increases the researcher's accuracy in selecting data sources according to the variables studied. The instrument used by researchers in this research to collect data is to create or explain existing pictures or signs.

To collect data, students are asked to make or explain pictures or signs as a pre-test and post-test based on the assignments in their handbook. There is a pre-test carried out before treatment, and a post-test carried out after treatment. This research is quantitative. Therefore, data analysis is necessary. To ensure the effectiveness of flash macromedia as a medium for teaching writing, the researchers used a methodology deemed appropriate to analyze the data in this research. Researchers use inferential and descriptive analysis. Descriptive analysis calculates the mean, mode, median, range, variance, and standard deviation (SD). On the other hand, homogeneity, normality, and hypothesis testing are part of inferential analysis. The purpose of the normality test is to ensure the variability of research data and the greatest and lowest dispersion of results. The chi-square method is usually used to test distribution normality. The homogeneity test is carried out by utilizing research data from various groups in the same population to find out whether the research is consistently taken from the same population. As well as. To ensure whether the variance is homogeneous, use the F test. The impact of flash macromedia as a writing teaching medium is tested through hypothesis testing.

### 3. Result and Discussion

#### a. Students Writing Ability

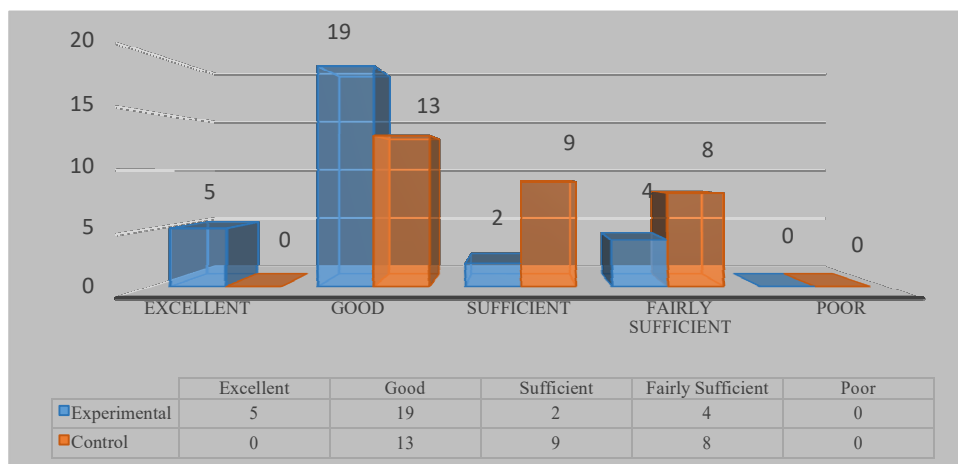
The researchers offer their findings from data analysis and research in this section. Students' ability to describe images or signs in short functional texts was tested by researchers. After that, students were instructed to use Macromedia Flash as a teaching tool. The score text is based on the assessment criteria when calculating the exam results to create a short functional text [16]. They are listed in the following order:

**Table 1.** The classification of the students' writing skill

Value	Grade	Category
80-100	A	Excellent
66-79	B	Good
56-65	C	Sufficient
40-55	D	Fairly Sufficient
<39	E	Poor

After the researchers got the students test results, the researchers made a results chart based on the criteria table, the bar chart can be seen below:

**Chart 1.** Score of students' writing post-test



The test results completed by experimental and control class students are displayed in the chart above. In the experimental group there were no students (0%) who were classified as poor, 4 students (13%) as fairly sufficient, 2 students (7%) as sufficient, 19 students (63%) as good, and 5 students (17%) as excellent. On the other hand, in the post-test there was not a single student (0%) who was classified as poor, 8 students (27%) who are fairly sufficient, 9 students (30%) who are sufficient, 13 students (43%) who are good, and 0 students were excellent.

### **b. The Effect of Macromedia Flash for Teaching Writing Short Functional Text**

Next, the researchers carried out a number of statistical analyzes to determine the effectiveness of macromedia flash as a writing teaching tool. Based on quantitative data analysis, the students' scores showed that there was a statistically significant difference between the pre-test and post-test results. While the impact of macromedia flash as a medium on writing teaching performance was tested using the t-test, descriptive statistics were used to identify the central tendency and distribution of data before and after the test. Inferential and descriptive statistics were calculated manually using Microsoft Excel. Descriptive analysis is a sort of statistical computation that is used to characterize or identify observed items without conducting analysis or making generalizations [17]. It does this by employing data samples or populations. The descriptive statistics that are employed are those that quantify the dispersion (range, variance, and standard deviation) and central tendency (mean, median, mode, maximum of score, minimum of score, and sum or total of score). The computation results are displayed in the table below:

**Table 3.** The result of descriptive statistics computation

<b>Class</b>	<b>Max</b>	<b>Min</b>	<b>M</b>	<b>Me</b>	<b>Mo</b>	<b>R</b>	<b>SD</b>	<b>V</b>	<b>S</b>
<b>Experimental</b>	85	48	69,37	71	68	37	9,75	95,14	2081
<b>Control</b>	77	45	62,87	64,5	66	32	8,94	79,98	1886

The table above displays the experimental class as well as the control class. The experimental class has a maximum score of 85, a minimum score of 48, a mean score of 69.37, a median score of 71, a mode score of 68, a range score of 37, a variance score of 95.14, and a sum score of 2081. Maximum (77), minimum (45), mean (62.87), median (64.5), mode (66), range (32), standard deviation (SD) (89.94), variance (79.98), and number (1886) are the scores of the control class, in contrast.

Consistent with previous research, this study found that students felt positively about the collaborative blended learning writing environment they encountered [15]. They felt they had been able to get over their fear of writing and improve their writing skills by grasping the macro and micro components of writing by taking part in collaborative blended learning activities. Additionally, students believed that their involvement in class and writing instruction had greatly helped them in their writing assignments. The research results imply that the use of technology in the classroom facilitates writing processes such as idea development, drafting, and editing. The benefits of creating and refining a technology concept outweigh the benefits of writing a draft. Engaging in peer activities facilitates the idea generation process. On the other hand, receiving direct input from the teacher will improve the revision stage. This disclosure shows how language performance, especially writing skills, is influenced by the integration of internet and technology-based technology.

This research supports the findings of previous research [18], which found that Macromedia Flash is a sophisticated and effective tool for improving students' writing skills. Students also gave positive ratings to Macromedia Flash for usability, accessibility, and simplicity of use. Several factors contribute to improved writing performance. For example, the strategy of implementing the Macromedia Flash intervention and one semester of implementation extended its chances of success and resulted in a useful set of Macromedia Flash features. And the favorable opinions students have about technology in terms of its accessibility, ease of use, and usefulness. Living in the digital era means that one is constantly exposed to new resources for learning and teaching. It is now more important than ever for higher education institutions to understand new technologies and how they function in the classroom, as they all seek to investigate new platforms. The results of this research suggest that Macromedia Flash can be used as a new platform in the classroom. Gaining a competitive advantage through the use of technology requires a deep understanding of technology.

#### **4. Conclusion**

Finding out how well Macromedia Flash works as a training tool for writing performance is the goal of this research. After conducting a series of studies involving data collection, teaching students, and students, the researchers concluded that, as seen from the descriptive analysis previously discussed, the average score of the experimental class (69.37) was higher than that of the control class (62.87). After teaching pupils with Macromedia Flash, administering tests to them. The results of this research show the significant influence of Macromedia Flash on students' writing abilities when used as a writing teaching tool. Students expressed a strong desire to learn to write using today's technology, and they were quite enthusiastic.

Researchers suggest English teachers to design every possible way to teach English, especially in terms of writing. To increase the effectiveness of teaching and learning, educators should use innovative teaching media. To make writing easier for students to understand, it is recommended that teachers incorporate Macromedia Flash into their lesson plans. The teacher's instructions regarding learning and all assignments must be followed carefully by students. It is

recommended that future research examine factors influencing English language acquisition in adjacent fields to pool their findings. Maybe if there were more researchers, the results would be more useful in improving student competence and the English language learning process.

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