PROSIDING

Seminar Nasional

Pembelajaran Berbasis Information Comunication and Technology (ICT)

Lhokseumawe, 24 September 2014

Jurusan Tarbiyah
STAIN Malikussaleh Lhokseumawe

PROSIDING

Seminar Nasional

Pembelajaran Berbasis
Information Comunication and Technology (ICT)

Lhokseumawe, 24 September 2014

**Jurusan Tarbiyah
Program Studi Tadris Matematika
STAIN Malikussaleh Lhokseumawe**

KATA PENGANTAR

Bismilahirahmanirrahim

Assalamu'alaikum wr, wb

Puji syukur ke hadirat Allah SWT atas limpahan rahmat dan karunia-Nya sehingga Prosiding Seminar Nasional Pembelajaran Berbasis ICT 2014 dapat diselesaikan. Shalawat serta salam semoga senantiasa terlimpah kepada nabi Muhammad SAW.

Seminar Nasional Pembelajaran Berbasis ICT yang diselenggarakan oleh Jurusan Tarbiyah STAIN Malikussaleh Lhokseumawe pada tanggal 24 September 2014 merupakan ajang diskusi dalam upaya pengembangan keilmuan pembelajaran yang berbasis ICT. Proceding ini berisi kumpulan makalah yang telah dipresentasikan baik pada sesi panel dan sesi paralel seminar nasional ini, yang mencakup beberapa bidang ilmu, seperti konsep dasar ICT, penerapan ICT dan pengembangan ICT. Terbitnya prosiding Seminar Nasional Pembelajaran Berbasis ICT ini adalah salah satu pertanggungjawaban untuk menyebarluaskan dan menyumbang hasil-hasil pemikiran dan penelitian yang terangkum dalam makalah-makalah tersebut.

Akhir kata, kami mengucapkan terima kasih kepada seluruh narasumber, peserta pemakalah paralel, serta seluruh pihak yang telah membantu mensukseskan acara ini. Segenap Panitia Seminar Nasional Pembelajaran Berbasis ICT berharap semoga buku ini bermanfaat.

Wassalamu'alaikum wr, wb

Lhokseumawe, 15 Oktober 2014

Panitia

PROSIDING SEMINAR NASIONAL

PEMBELAJARAN BERBASIS
INFORMATION COMUNICATION AND TECHNOLOGY (ICT)

Hotel Lido Graha Lhokseumawe, 24 September 2014

Penanggung Jawab
Dr. Hafifuddin, M.Ag

Penyunting Pelaksana
Al Husaini M. Daud, M.Ag
Zainuddin Hasibuan, SS, MS
Erlidawati, M.Pd
Dra. Aisyah Ma'awiyah, M.Ag

Penerbit & Penyelenggara

JURUSAN TARBIYAH
STAIN MALIKUSSALEH LHOKSEUMAWE

DAFTAR ISI

B. BIDANG PENERAPAN ICT

C. BIDANG PENGEMBANGAN ICT

JADWAL ACARA
SEMINAR NASIONAL PEMBELAJARAN BERBASIS ICT
JURUSAN TARBIYAH STAIN MALIKUSSALEH LHOKSEUMAWE
RABU, 24 SEPTEMBER 2014

Waktu	Acara	Tempat	Petugas
07.30-08.00	Registrasi Peserta	Aula Hotel Lido Graha	Panitia
08.00-08.30	Opening Ceremony Tilawah Quran Sambutan oleh Ketua Panitia Pengarahan sekaligus membuka acara oleh Ketua STAIN Malikussaleh Doa	Aula Hotel Lido Graha	Qira'ah :M.Yanis Doa : Fauzan Hasan
08.30-09.00	Coffe Break	Aula Hotel Lido Graha	Panitia
09.00-09.15	Keynote Speaker Dr. Hafifuddin, M.Ag	Aula Hotel Lido Graha	
09.15-10.55	Sidang Pleno Pemateri 1 : Zulfan Khairil, ST, M. Eng Tema: ICT dalam Pendidikan	Aula Hotel Lido Graha	
11.00-12.40.	Pemateri 2 : Prof. H.Yaya S. Kusumah, M.Sc., Ph.D Tema : Integrasi ICT dalam Pembelajaran	Aula Hotel Lido Graha	
12.40-13.30	ISHOMA (Istirahat, Shalat dan Lunch)		Panitia
13.30-14.00	Pengkondisian	Aula Hotel Lido Graha	Panitia
14.00-16.00	Seminar Paralel		
	Ruang 1 Bidang Konsep Dasar ICT	Aula Hotel Lido Graha	PJ Ruang
	Ruang 2 Bidang Penerapan ICT	Aula Hotel Lido Graha	PJ Ruang
	Ruang 3 Bidang Pengembangan ICT	Aula Hotel Lido Graha	PJ Ruang
16.00-16.30	Closing Ceremony dan Pembagian sertifikat	R, Sidang Parelel masing-masing	Panitia + PJ Ruang

IMPROVING STUDENTS' LISTENING SKILL BY USING MACROMEDIA FLASH PLAYER TO THE SECOND YEAR STUDENTS OF SMA NEGERI 1 DEWANTARA

Intan Meutia[1] dan Nurlaila[2]

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ABSTRAK

Artikel ini berjudul *"Improving Students' Listening Skill by Using Macromedia Flash Player as Media to the Second Year Students of* SMA Negeri 1 Dewantara". *Macromedia Flash Player* adalah salah satu jenis multimedia program pembelajaran yang menggunakan komputer sebagai alat yang menunjukkan animasi, teks, suara, audio, dan gambar. Pada tahap *preliminary study* di temukan bahwa beberapa siswa SMA Negeri 1 Dewantara memiliki motivasi belajar yang rendah dalam belajar bahasa Inggris didalam kelas, dan memiliki kekurangan dalam memahami bahasa dalam konteks dan juga kurang mampu menemukan ide utama dalam sebuah teks yang mereka dengar. Disamping itu, guru tidak memiliki materi listening yang memotivasi siswa dalam belajar bahasa Inggris terutama *listening*, guru juga masih menggunakan metode lama dalam mengajar *listening* misalnya membacakan teks dan menyuruh siswa mendengarkan apa yang guru baca. Penelitian ini bertujuan untuk mencari tau apakah *macromedia flash player* dapat meningkatkan kemampuan siswa dalam memahami listening pada siswa SMA Negeri Dewantara dan juga untuk mengetahui respon siswa terhadap penggunaan *macromedia flash player* dalam mengajar listening pada kelas dua SMA Negeri 1 Dewantara. Subjek penelitian ini adalah siswa kelas XI IPA yang terdiri dari 33 siswa. Penelitian ini menggunakan pendekatan kualitatif dengan jenis penelitian yaitu penelitian tindakan kelas kolaboratif. Instrument penelitian ini tes yaitu tes awal dan tes akhir, lembaran angket, lembaran observasi untuk guru dan siswa. Hasil penelitian ini menunjukkan bahwa penggunaan macromedia flash player dapat meningkatkan kemampuan siswa dalam memahami apa yang mereka dengar terutama *narrative video conversation*. Hal tersebut dapat dibuktikan dengan perolehan nilai rata-rata siswa pada siklus kedua lebih tinggi dibandingkan siklus pertama. Nilai rata-rata pada siklus pertama adalah 62 dan meningkat menjadi 76'06 pada siklus kedua dan nilai tersebut ada pada kategori atau level good. Penelitian ini memberikan efek yang baik, memperoleh respon positif dari siswa, dan juga meningkatkan kemampuan dan motivasi siswa dalam belajar bahasa Inggris terutama *listening skill*.

Kata Kunci: *Listening Skill, Narrative and Macromedia Flash*

INTRODUCTION

A. Background of the Research

Listening is one of four language skill that is the basic ability for students to help them to understand what other people say. These contain understanding a speaker's pronunciation, vocabulary, and grasping meaning. In teaching listening comprehension, teacher must be careful to understand the student's ability in implementing the various methods in teaching and learning process especially in listening. This ability involves two main parts of the body: the ears and the brain. The ears are to receive and select the sounds and the brain is to assign the meaning of the sounds. In the receiving process, the ears will hear any sounds that come to them. At the same time, the ears can receive

many sounds such as one's talk, rainfall, music, etc. However, they should be able to select specific sounds that they will listen to and must understand it.

Listening is one of the subjects that considered difficult by the students. Teaching listening skills in English is aimed at developing students' communicative competencies. To achieve this aim, the teaching of this skill needs appropriate formats, such as the use of listening media and interesting materials. In addition, it needs an appropriate room which provides appropriate listening media in the form of a language laboratory.

Based on the curriculum of SMA Negeri 1 Dewantara, it is expected that the students are able to listen and understand what other people say. Thus, the aim of teaching listening is to enable the students to understand what they had heard so that they can create a communication relation without misunderstanding. Students are also demanded to know a language context based on what they had heard.

The standard credit determines in the school is 70 for English subject, but the result of preliminary study showed that many students had low ability in listening to the oral conversation both through tape recorder or conventional method they did not know how to find main ideas and make summaries about what had they just heard.

There were many methods or Media that could be applied in teaching English, especially in teaching listening but researcher prefers to apply Macromedia Flash Player. Macromedia Flash Player is one of multimedia learning that interactive and interesting, it could be shown words, pictures, animation and audio. It is suitable for a tool of developing in learning. Macromedia Flash Player is interested since students could see and listen together such as animated film. In addition, Macromedia Flash player would be created a great progress for students by working personally and pairs in teaching and learning process in the

classroom. That is why the English teacher must prepare facilities or method to teach listening in the classroom. because the goal of listening comprehension is able to understand English which is delivered by others face to face or indirect. The students need to listen individually by combining with Macromedia Flash Player to improve listening ability.

There were some previous study had been conducted related to this topic. Two of them were quoted. The first one was done by Arono from Bengkulu University entitled "Improving Students Listening Skill through Interactive Multimedia in Indonesia"(2014). In this research, the result showed that this media created active, creative, and effective learning process independently the students in studying and improving their ability. The second previous research was conducted in University Negeri Yogyakarta by Laeli Maftukhah entitled " Developing of Macromedia Flash Professional as media in learning Wangsalan for second grade students of SMP Negeri Yogyakarta "(2012). The result showed that this media make students enjoyed the class activities and motivated in their learning, and also they able to understand well the topic of discussion.

The purpose of this research were to find out whether Macromedia Flash Player could improve students' listening ability of SMA Negeri 1 Dewantara and to know the students' respond to the implementation of Macromedia Flash Player as Media in teaching listening at the second year students of SMA Negeri 1 Dewantara.

It was expected that this research is useful for teacher and students. It could give contribution to the teacher in teaching English in the classroom and researcher expected to increase the knowledge of the students' listening ability in SMA Negeri 1 Dewantara. Moreover, it would be useful for the students in SMA Negeri 1 Dewantara to be able to understand and find main ideas, general purpose and making

summary in listening to monologues and dialogues

B. Teaching Listening Through Macromedia Flash Player

There are some steps that could be applied in teaching listening through macromedia flash player according to Goh and Yunita (2006) in Jack C Richards (2008: 13):

Step 1 Pre-listening activity	In pairs, students predict the possible words and phrases that they might hear. They write down their predictions. They may write some words in their first language.
Step 2 First listen	As they are listening to the text, students underline or circle those words or phrases (including first-language equivalents) that they have predicted correctly. They also write down new information they hear.
Step 3 Pair process-based discussion	In pairs, students compare what they have understood so far and explain how they arrived at the understanding. They identify the parts that caused confusion and disagreement and make a note of the parts of the text that will require special attention in the second listen.
Step 4 Second listen	Students listen to those parts that have caused confusion or disagreement areas and make notes of any new information they hear.
Step 5 Whole-class process-based discussion.	The teacher leads a discussion to confirm comprehension before discussing with students the strategies that they reported using.

C. Research Methodology

The design applied in this research was qualitative and kind of research is collaborative classroom action research. Asrory (2008:45) states that the collaborative model is a research that a researcher does collaborative with another person, such as lecturer or classroom teacher.

Subject of the research was second year of SMA Negeri 1 Dewantara in academic year 2012/2013. The class XI IPA M 1 was chosen since most of them had problems in listening ability

There were some procedures of collaborative classroom action research, such as planning the action, observing, implementing, and analysis and reflection (Kemmis and Me taggart, 1998:22)

In planning stage, the researcher did collaboration with the English teacher of the school. In this step, the researcher should determine the media that would be applied to answer the research questions. The researcher and the collaborator would apply Macromedia Flash Player in the teaching learning process. The researcher and collaborator made a discussion to prepare several preparations that was used in the process of teaching, such as using best topic, preparing research instruments (test, field note, interview guide and observation checklist), setting up the criteria of success refers to the students be able to catch the subject actively and the students could increase their Listening Through Macromedia Flash Player, and designing lesson plan.

In implementing stage, the researcher role was as observer in the learning and teaching process through Macromedia Flash Player as media in increasing students' ability in listening, and the

collaborator acted as practitioner teacher.

Obseving is the process of recording and collecting data about aspects or events which occured during the implementation of the action. In this research, the writer acted as the main instrument observing the taeching and learning process focusing on the implementation of the strategy and the activity done by both the teacher as collaborator and the students.

There were four techniques used to collect the data, they are: tests, observation, questionnaires, and field notes. Test was used to gain the achievement of the student before and after teaching learning process using macromedia flash player. There were two kinds of test namely pre and post tests. Observation was used to know the students' response toward the using of macromedia flash player in teaching listening. In addition, questionnaire was used to get student's comments, opinions, and suggestions concerning the activities they have during implementing the action. The questionnaire was given after each of cycle implemented.

According to Arikunto (2006: 150), state that test is a few questions or exam with other device usage to measure skill, knowledge, intelligence or talent in individual or group. In this research test sheet would be contained of main idea, information, and comprehension to the text. so that the researcher could see whether the students understand and comprehend what they had heard.

The rating scale developed collaboratively by test developers and ESL/EAP teachers at LATRU. The rating scale as follows:

Band Score	Score Criteria
10-20	➢ Very Limited Listener Demonstrates very limited comprehension of lectures takes some meaning from individual words overall understanding is sketchy and random.
30	➢ Limited Listener Demonstrates limited and inconsistent comprehension of lectures. Makes sense of some sections of lectures by guessing overall understanding is limited.
40	➢ Marginally Competent Listener Demonstrates uneven comprehension of lectures is able to identify the meaning of some unfamiliar terms overall understanding is restricted.
50	➢ Competent but Limited Listener Demonstrates somewhat limited comprehension of lectures is able to process most lecture sections for general ideas, but misses or misinterprets specific details from time to time overall understanding is still somewhat restricted.

Band Score	Score Criteria
60	➢ Competent Listener Can understand information regarding both main ideas and supporting details in lectures may lack some flexibility and miss some information compensates at times for missed information by drawing on overall understanding of what is being said.
70	➢ Adept Listener Can understand lectures with apparent ease compensates strategically for unfamiliar vocabulary or terminology overall understanding is flexible and consistent.
80-90	➢ Expert Listener Demonstrates comprehension of lectures which is equal to that of experienced

| academic listeners. |
| Understands both main ideas and supporting details with ease is fully engaged by and interacts with the information being presented. |

Adapted from : http://www.cael.ca/pdf/C4.pdf

Observation checklist for the teacher is used to obtain information how the researcher implemented the prepared plan and procedures, especially to find information whether or not the assessment instruments prepared could be used as well as possible. Observation checklist on the student's participation during the implementation was designed in such a way to obtain sufficient information concerning the student's participation or engagement in each activity. Questionnaire was used to know students respond after given a treatment or an action. The researcher used quetionnaire after each of cycle impemented by using Guttman scale.

To analyze the data, the data gathered using quantitative procedure used the formula which was introduced by Winarsunu (2002: 88).

$$r\frac{\Sigma x}{N}$$

Where :

X   = Mean score

Σfx = Total score of all students '

N   = the number of Samples

The questionnaire was used to analize the students respond to the implementation of macromedia flash player. The scale of measurement proposed by Guttman scale in Sugiono (2008:93) assumption was used by the researcher. The score can be given to the negative questionnaire options are: 0 = Yes and 1= No. Meanwhile, for the positive questionnaire options are: 0 = No and 1 = Yes.

In analizing qualitative data, it was analyzed by using Miles and Huberman Model; they are data reduction, data display, and conclusion drawing/ verification.

D. The Implementation of Macro Media Flash Player in Teaching Listening

This research was conducted into two cycles, which was divided into three meetings for each cyle. The application of cycle one was conducted on May 03, 06, and 10 of 2014. T he researcher and collaborator did some steps in the teaching and learning process for every meeting. The procedure included : (1) Planning the action, (2) implementing the action, (3) Observing the action, (4) Analysis and Reflection of the action.

1). Planning the Action

Before conducting the research, the researcher had to plan what would be given for the students in the classroom. There were some preparations the researcher and teacher was discussion before acted the teaching and learning: firstly preparing lesson plan, in preparing lesson plan, the researcher and teacher had to set it in three main steps. (i) Pre – activity: including brainstormed the students and motivated with something that had relation with the next material. (2) Main – activity: including the process of teaching and learning through macromedia flash player in listening. (3) Post – activity: including the conclusion of learning, checking the students' mistakes, etc.

Second, designing research instrument. Some research instruments were prepared by the researcher was observation checklist for the students and for the teacher, questionnaire, and tests. Then Preparing materials: the researcher prepared the material that would not make the students were worry in understanding it. Finally, setting up the criteria of success: the researcher and teacher were considering about the criteria of successful in learning. The

researcher and teacher decided about the students' successful if they were able to increase their listening and the students' mean score were 70.

2). Implementing of the Action of Cycle 1

First meeting was conducted on Saturday, 3rd May 2014. The second meeting was conducted on Tuesday, 6th May 2014 and the third meeting was conducted on Saturday, 10th May 2014. The illustration was discussed in more detail. The teacher did the teaching and learning process followed the process which was written in the lesson plan. As the introduction, the teacher made introduction for few minutes and asked the students' situation and their experience in learning. Then the teacher checked the students' attendance list and motivated the students before going to the learning process.

In while- teaching activity, the teacher explained about narrative video and then explained for the students the way of learning listening by using Macromedia Flash Player. The teacher asked the students' knowledge about narrative video. Many students were still confused about narrative video. The students were not able to respond the teacher well. Then, the teacher explained for the students about narrative video and asked the students to do in pairs. After the teacher divided in pairs, the teacher opened Macromedia Flash Player and students listened to animated video. The material was given by the teacher in this meeting is about " The Shepherds' Boy and The wolf ".

The teacher asked the students to discuss about the material of listening played in the video what had been heard based on the material, the teacher asked the students to find main idea, purpose of the conversation. The last section of this meeting the teacher asked the students to find the main ideas based on animated video and asked them to answer some quetions based on the narrative video.

Then the teacher checked the students' answer together.

Based on the analysis of teaching and learning process, many students still had low ability and lost some important points in concluding the purpose of the conversation. The teacher asked the students difficulties during the teaching and learning process and gave some advices and motivations for students in listening to or the way to understand the conversation, such as; listened well, focus on the video, no talking with other while listening to video, and how to be a good listener. Those activities were conducted in the same manner for three meetings; the different was only on the topic for each meeting. The topic for the second meeting was" the Sick Lion" and the third meeting was "a Beanstalk"

3). Observing the Action

Since it was collaborative classroom action research, the researcher did observation of the action to find out the data when teaching and learning process were implemented in the classroom. Observation was focused on the students and the teacher's performance while the process of teaching and learning through Macromedia Flash Player by using observation checklist for teacher and students.

4). Analysis and Reflection of the Action

The analysis was done together with classroom teacher to find the result of the research which being decision whether the action success or not. In this case, the researcher was analized the data into success based on the criteria of success of the research. Analysis was focused on the teaching and learning process and the students' achievement in listening.

E. Analysis of the Implementation of Macromedia Flash Player in Teaching and Learning Listening Cycle 1

In analyzing the implementation of Macromedia Flash Player as media both of the teacher and the researcher focused on the students' progress during the teaching and learning process. Teachers' and students' performance were analyzed. The teachers' performance was catagorized good, because the teacher had ran the activity based on the lesson plan that had been created and also good in impementing a macromeedia flash player. During the teaching and learning process, the students looked anthusiasm, but the students did not focus in listening the narrative video and also didn't understand about the story because they had less vocabulary. Based of that analysis, the students and teacher still need improvement.

a). Analysis of the Students' Listening Achievement

The last analysis that the researcher was made analysis the students' score in listening test to the students experience in form of narrative video through Macromedia flash Player. The researcher measured the students' listening score based on the students result test of the cycle one.

Based on the data had been collected by researcher from improving the students' listening ability by using Macromedia Flash Player, it was found that in pre-test almost all of the students got a bad score, but in post-test only 1 (one) students got 85 score and was categorized very good. It was found that 2 (two) of students got 75 score, 5 (five) of students' belong to 70 score, 8 (eight) of students got 65 score, 9 (nine) of students got 60 score, 3 (three) of students got 55 score, 3 (three) of students got 50 score, 2 (two) of students got 45 score score. All the scores that had been organized above

were belonged to good when the researcher calculated to be the average score. The average score post-test was about 62,12.

The test activity included making lesson plan based on the teaching and learning process, preparing instrument and material, the teacher also showed or played the narrative video to the student. All the students worked in pairs at the first meeting, second meeting. In the last meeting of the cycle one the student were ordered to work individually to finish the task which was given by the teacher to evaluate the teaching and learning process in the first cycle.

The researcher analyzed all of the students' score in pre-test and post-test by using a formula that was introduced by Winarsunu (2002:88) $X = \frac{\Sigma fx}{N}$:

Where X = Mean score
Σ fx   = Total score all of students
N   = the number of samples
$X = \frac{\Sigma fx}{N} =$, means score for pre-test

While for the post-test $X = \frac{\Sigma fx}{N} =$

The test in cycle one was done to find the mean score of the students ability teaching and learning process to listening skill after the class was implemeted the Macromedia Flash Player in cycle 1. Based on the pre-test, the students' score was unsatisfied. Most of students' got a bad score. The level of catagorized was pointed to level "Fair". While in the students' score of the post test in the cycle 1, the reseacher found the result of the teaching and learning process. The result of the total score was 2050. From the analysis, the mean score of the students post-test was 62,12.
The level of catagorized was pointed to level "good", reflecting to the criteria of success the result of post-test of cycle one still under the score of the criteria of success.

b). Analysis the Result of Observation Checklist

The data for the students and teacher attitude while implementing Macromedia Flash Player in teaching listening in the classroom were collected in observation checklist forms. The observation was about the students' behavior during implementing the action could be analyzed based on the students' activities, motivation and confidence. The students' average score was found by the researcher at first meeting was about 1.7; it meant that the students' performance was still unsatisfied. Second meeting the researcher found the students average score was about 2.0; it meant that the students' performance a litlle bit increase then first meeting but it was still unsatisfied (fair), while for third meeting of the first cycle, the students' average score was 2.2; it meant the students' performance was fair.

Meanwhile, the researcher also collected the data for the teacher performance in teaching process. The teacher's average score for meeting one was about 2.1; it meant the teacher's performance was still bad. For second meeting, the teacher's average score was 2.5; it meant the teacher's performance was unsatisfied too. While for the last meeting, the teacher's average score was 2.9; it meant that the teacher's performance look good.

c). Reflection

After analyzing the result in cycle 1, some facts were found. With the result of the teaching and learning process, there were some processes had not been achieved yet. Based on the data from analysis the cycle 1, the researcher concluded that the teaching and learning process were still not successful enough. The result of data was showing the unsatisfying result. The students' knowledge about the materials was still low, the students' response toward the teaching and learning process were unsatisfied and the students or the

teacher performance in the classroom had not enough yet. So, the researcher concluded that the researcher had to continue to the next cycle in order to get the maximal result of this research.

In addition, it was to prove that Macromedia Flash Player was able to increase the students' capability in listening skill. Therefore, the researcher had to revise the plan of teaching became better than before and increased the ways of teaching became more active. The researcher was focused to encourage the students in listening to narrative video through Macromedia flash player as media.

d). Implementation of the Cycle 2

The second cycle was started on Saturday, May 17th 2014 until 24th 2014. Some steps in the teaching and learning process to every meeting consisted of planning the action, implementing, observing and reflecting. The analysis focused directly in implementing the action.

The Implementation of the second cycle happened into three meetings. First meeting was conducted on the Saturday, 17th May 2014. In pre-teaching activity this meeting, the teacher greeted the students, asked the students' condition, and motivated the students then started teaching and learning process according to the lesson plan that has been prepared before.

In while teaching the teacher was applying macromedia flash player and distributing the example of the narrative text, the material for this meeting was about wolf and the donkey. Then the teacher asked the students to discuss about the video what had been heard based on the material and write the difficult word, the teacher asked the students to find main idea, purpose of the conversation. The last section of this meeting the teacher asked the students to answer some quetions which related to the conversation based on narrative video. After that the teacher asked them

to collect their task based on the students' hearing to conversation.

Finally, before teaching and learning process ended, the teacher gave some advices and motivations for students in listening to or the way to understand the conversation, such as; listened well, focus on the video, no talking with other while listening to video, and how to be a good listener. This activity was done for three meetings as in first cycle.

e). Analysis of the Implementation of Macromedia Flash Player in Teaching Listening in Cycle 2.

In analysis of the teachers' performance in teaching and learning process had been done perfectly. The teachers' performance was catagorized good, because the teacher had ran the activity based on the lesson plan that had been created and also good in impementing a Macromeedia Flash Player. The teacher performance could be seen from the result in observation checklist. Then during the teaching and learning process, the students looked more anthusiasm. During teaching and learning process students gave a good respond and have a focus in listen the deriction from the teacher and the researcher. Both of two performances was run successfully. Most of students had improve their ability in listening.

1). Analysis of the Students' Listening Achievement

The last analysis of cycle II the researcher analyzed the students' score in listening test to the students experience in form of narrative video through Macromedia Flash Player. The researcher measured the students' listening score based on the students result test of the cycle II.

Based on the data had been collected in cycle II by researcher from improving the students' listening ability by using Macromedia Flash Player, it was found that only 1 (one) student got 90 score and was categorized very good. 4 (four)

of students got 85 score, 6 (six) of students' belong to 80 score, 12 (twelve) of students got 75 score, 10 (ten) of students got 70 score. All the scores that had been organized above were belonged to very good. It mean is the teaching and learning process in cycle II was definitely succesfull and reached the criteria of success.

Based on the post test of the cycle II, the reseacher found the result of the teaching and learning process. The researcher analyzed all of the score by using a formula that was introduced by Winarsunu (2002:88) $\bar{x}$ = :

Where $\bar{x}$ = Mean score

$\sum fx$ = Total score all of students

N   = the number of samples

$$\bar{x} = $$

The post-test of cycle II was also done to find the mean score of the students' ability in mastering to listening skill by implemeted Macromedia Flash Player. From the analysis above, the researcher showed the total score was about 2510, and the average achievement of the students post-test was about 76,06 and the score could be catagorized in the level "Very Good". It could be concluded that the students' achievemet in listening skill especially by implementing Macromedia Flash Player as media had been increasing students listening ability in finding main idea, purpose of the conversation, analysis the background of the conversation. Reflecting to the criteria of success the result of post-test of cycle 2 had the significantly met to the criteria of success.

2). Analysis the Result of Observation Checklist Cycle II

The observation was about the students' behavior during implementing the action could be analyzed based on the students' activities in the second cycle, motivation, awarness and

confidence. The students' average score was found by the researcher at first meeting was about 3,0; it meant that the students' performance in first meeting in cycle two more increased then the first meeting in cytcle one, the average score belong to good. Second meeting the researcher found the students average score was about 3,4; it meant if the students' performance was enough satisfied, while for third meeting, the students' average score was 3,5; it meant the students' performance nearly belong to very good.

Meanwhile, in the second cycle of teaching and learning process the researcher also collected the data for the teacher performance in teaching process. The teacher's average score for meeting one was about 3,0; it meant the teacher's performance had increased very good the the first cycle in first meeting. For second meeting, the teacher's average score was 3,5 it meant the teacher's performance almost belong to level very good. While for the last meeting, the teacher's average score was definately got 4, after reflecting the way of teaching and learning process during the whole meeting and it meant is

Table 1: The Result of Questionnaire

teacher's performance really got the target of purpose of teaching and learning process at the last meeting. The result of observation checklist in the cycle two could be seen on the table below :

Form the data gotten in second cycle, it shown that the students and teacher performance in the classroom increased significantly. The teacher and the researcher had reached the target of teaching and learning process during implemeting Macromedia Flash Player in SMA Negeri 1 Dewantara.

3). Analysis of Questionnaire

Questionnaire was used to know the students' perseption to the teaching and learning process during implementing macromedia flash player. The result of questionnaire was fully perfect, the students felt happy, motivated during teaching and learning process and were not burdened them when they were start studying listening. The result of the questionnaire could be seen in table below:

Number of Question	The Student's Who Choose "Yes"	The Student's Who Choose "No"	Percentages "Yes"	Percentages "No"
1	31	2	93,9 %	6,06 %
2	29	4	87,8 %	12,1%
3	30	3	90,9 %	9,09%
4	5	28	15,1%	84,8%
5	28	5	84,8%	15,1%
6	5	28	15,1%	84,8%
7	26	7	78,7%	21,2%
8	32	1	96,9%	3,03%
9	30	3	90,9%	9,09%
10	30	3	90,9%	9,09%

Based on the table above, it could be concluded that most of students who chose the answer "yes" because they were happy in studying listening, easy to understand the material, respected,

brave, good behave. On the other hand, the students chose the answer "no" because their perception during teaching and learning process were not really enjoyable, and made boring

4). Reflection

Based on the result both of teaching and learning process and students listening achievement, it could be concluded that the students ability in listening improved. In the cycle I, the teaching and learning process were still not successful enough. It could be seen from the students' avarege score 62,12. This score was not enough of the criteria of sucess. After the second cycle was conducted, the teacher and students' performance improved to be level 3. Thus, the second cycle was success and the students listening ability improved by using macromedia flash player. The avarege score was 76,06 in second cycle had met the criteria of success.

5). Discussion

Based on the data found in cycle 1 and 2, it showed that the students were improved their listening ability through Macromedia Flash Player and incresead their ability in understanding about what they heard. The evident could be seen from mean score of the test in the cycle I, it was found that the students got everage score 62 or in level good.

While in the cycle 2 showed that the students to be more active and happier than the cycle 1 and the students built their responded to the teacher in teaching and learning process, they showed the good attitude and looked very anhusiastic, furthermore teaching and learning process through Macromedia Flash Player for the second year of SMA Negeri 1Dewantara had successfully increased. The evident could be seen from post test in cycle 2 was about 76,06 and had been met the criteria of succees. While in the quetionnaires result, it could be said the students gave positive response in learning process. Most of them were active and interest in learning narrative through Macromedia Flash Player. It made them more interest in learning listening. The other improvement was measured from the students'

participation during the teaching and learning process. The results of observation checklist showed that the percentage of the students' activities in the first cycle was in level fair. The improvement of the students' activities was happened in the cycle 2, that was in level very good and reached the criteria of success. It means that the implementation of macromedia flash player in teaching and learning process had successfully improved the students' ability.

The result of the observation checklist for the teacher activity showed that the percentages of teacher performance in the first cycle was about in level good. In the second cycle, the teacher performance increased to be at level very good.

F. Conclusion and Suggestion

Based on the research result, it can be concluded that teaching and learning process through Macromedia Flash Player could increase the students' ability in listening especially in understanding the narrative movie. The result of first cycle the research obtained mean score was 62,12, and the second cycle was 76,06. Based on the data finding, it can be said that Macromedia Flash Player could improve students' ability in listening in the classroom was about 14%.

Through Macromedia Flash Player, it gave a good effect toward implementing as an effort to increase the students' motivation, cooperative, and sharing any information in the classroom with friends in groups. Moreover, the students felt fun and aggressive by implementing new method in the entire classroom and gave positive response in teaching learning process.

Thus, it was suggested that the teacher should use macromedia flash player in listening skill, because it had given the positive effect to the students in teaching and learning proces. The students should be focused on listening so that they could be increased their listening ability.

The role of the headmaster was to ask the teachers to use the interesting media or strategy, such as macromedia flash player so that the students could be increased their motivation in studying. To the candidates of other researchers, they could make use this thesis as references in conducting the research by using Macromedia Flash Player.

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