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DEVELOPING C-BT MEDIA ”FUN LEARNING” FOR SPEAKING SKILLS

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The purpose of this study was to develop instructional materials for teaching speaking skills used Adobe Flash CS6, specifically focusing on asking and giving information related to class schedules. This material were subsequently implemented to the seventh-grade students at SMPN 5 Tanjungpinang. The primary objective was to create C-BT Media "Fun Learning" for Speaking Skills, which aimed to increase students' motivation to learn to speak in English, engage students, and encourage their active participation in teaching and learning activities, particularly in relation to asking and giving information about the class schedule. The study utilized the Research and Development (R&D) technique, specifically employing the ADDIE model developed by Borg and Gall as referenced by Durak and Ataizi. The ADDIE model consisted of five distinct stages: Analyzing, Designing, Development, Implementation, and Evaluation. Data was obtained via interviews, validation sheets, assessments of students' speaking skills, and questionnaires. The C-BT Media "Fun Learning" for Speaking skills met the validity criteria successfully. The material validation scoring was very valid, with no suggestions for improvement. The media validation scoring was also very valid, with suggestions provided according to the expert. The students' speaking skills test score was 76%, and their questionnaire score regarding the product was 94.92%. Therefore, the C-BT Media "Fun Learning" program for Speaking Skills was considered appropriate for use in the classroom to improve students' learning.

Keywords: Adobe Flash CS6; Character Speaking Skills; R&D; Teaching Media

1. INTRODUCTION

English is very important because of its growing function as an international language, especially in the era of globalization. English is nowadays used to communicate by people all around the world. Mastering English allowed people to enter and gain access to the world of information and technology. By adopting modern technologies such as computerization, multimedia devices, mobile phones, audiovisual effects applications, and social media, the education sector needed to keep pace with the global technological revolution to optimize English language teaching and to provide teachers with a systematic and advanced way of connecting with classroom language learners. The Internet provided quick, easy, and nearly limitless access to software, applications, and materials that could help English teaching and learning (Alqahtani, 2019).

The growth of Information and Technology (IT), especially for computers, was amazing. The development's growth was so close to affecting human existence. Today's operations, which in the past required a lot of power, were powered by machines that were computer-controlled. As in other sectors, computers were also related to education. Many curational tasks were completed by the computer. For example, typing, counting, searching for information on the internet, and so on. As a result, schools in the modern era had to adapt to changes in the development of information and technology in the teaching and learning process. The school had to use computer-based teaching media to adapt to the modern learning process. The computer displayed animation using software related to the learning topic, making the teaching and learning process more interesting for students. A computer could also be used for multimedia. According to Alifah (2013), Multimedia could be classified as various mediums. They were made up of text, pictures, videos, and audio. In other words, communication through multimedia was communication through a single medium. The

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development of computer-based teaching media was expected to make the teaching-learning process more interesting and effective.

Interactive learning media has been found to be effective in helping students recognize, mention, and pronounce English words easily and in an enjoyable manners (Ramanyah, 2017). Compared to using thematic books alone, interactive learning media addresses students' difficulties by incorporating visual elements that make the learning process more engaging. It motivates students to study English, aids their understanding of the material through video, animation, graphics, and audio, and improves their listening, speaking, and pronunciation skills. The use of various teaching methods by English instructors further prevents a monotonous teaching-learning process. Adobe Flash CS6 was one piece of software that could be used to create teaching media during the teaching-learning process.

Computer Based Teaching Media "Fun Learning" for the teaching of Speaking is an interactive multimedia tool for introductory learning. Delivering class schedules and other information-related material was meant to reduce English language learning boredom. With colourful displays, background, and sound buttons, this teaching medium is attractive, user-friendly, and interactive. It runs on computers and can be used in large and small classes. After easy installation, users can click a start button to use the media.

Based on researcher's initial observations. English teacher still uses traditional media. The first test before using media showed that 54.28% of students' speaking skills reached the minimum score. The teacher said the problem was to do with lack of vocabulary, low sentence construction ability, and low motivation to speak due to lack of confidence and fear of making mistakes. Thus, students' speaking skills remained poor. Student interest in English lessons could be categorized as low as evidenced by their poor speaking performance and poor learning habits. The unpleasant learning atmosphere in the classroom prevented students from enjoying learning because the teacher dominantly talked and explained. The students were mostly assigned to work on a worksheet or do assignment available in students' books. The teacher was capable of using computer-based teaching media, however it was rarely done due to poor internet connection. The limited teaching media consequently resulted in low motivation on the part of the students. This situation inspired the researcher to create computer- based teaching media “fun learning” for speaking skills.

SMPN 5 Tanjungpinang had adequate facilities such as computers and LCD projectors. However, the teachers showed the preference of teaching English using conventional methods. As a matter of fact, education in this era required teachers to be more creative, innovative, and inspiring in the learning process. Using IT (Information and Technology) in the classroom effectively has been proven to create a pleasant learning environment so students could quickly master the subject. To help the teacher in IT use, the researcher used Adobe Flash CS6 to create a computer-based teaching media about asking and giving information: Schedule of classes. Asking and giving information: Class schedules were part of class VII SMP English subjects.The research project was titled "Developing C-BT Media 'Fun Learning' for Speaking Skills at Seventh Grade of SMPN 5 Tanjungpinang".

2. RESEARCH METHOD

This research employed procedural model from ADDIE as the development framework. The design model signifies Analyze, Design, Develop, Implement, and Evaluate, as the procedural standard steps in instructional design. The ADDIE concept was developed by Dick et al (1996) and then was adapted by Durak & Ataizi, (2016) with the following steps:

a. Analysis

At the analysis stage of the ADDIE development model, the researcher collected some relevant information related to the Grade 7th learning process at SMPN 5 Tanjungpinang. The researcher analyzed the facilities and infrastructure at SMPN 5 Tanjungpinang. The analysis stage had things that could be done, namely analyzing needs, where in this needs analysis, interviews were conducted with the English teacher of the seventh grade at SMPN 5 Tanjungpinang.

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b. Design
In this stage, the researcher determined the material based from the student's and teacher's book of ministry education and cultural history of indonesia used kurikulum merdeka. Then, the researcher created computer based teaching media with adobe flash CS6. The researcher designed the storyboard including images, text, and sounds and flowchart to designed the application. In this stage, "fun learning" media was created using Adobe Flash, including explanatory text, images, and sounds to support classroom information exchange.

c. Development
At the developing stage, after being designed in such a way, it was developed in the form of Adobe Flash application. The criticism and suggestions of experts were used to revise the development of computer-based teaching materials so that they could be tested on students at SMPN 5 Tanjungpinang.

d. Implementation
At the implementation stage was conducted at SMPN 5 Tanjungpinang which included class 7F with 35 students. In this implementation, it was possible to determine the effectiveness of the teaching media developed by the researcher in the form of computer-based teaching media based on Adobe Flash through the Adobe Flash application that had been installed on the computer.

e. Evaluate
At the evaluation stage, the focus was to determine the product quality developed. At this stage, the researcher evaluated the developed computer-based teaching media using the Adobe Flash application, as seen from the students' responses with a questionnaire in class 7F at SMPN 5 Tanjungpinang. At this stage of the evaluation, the revision was done takinging into account the responses of students regarding the attractiveness and effectiveness of the computer-based teaching media using Adobe Flash CS6.

The research instruments used in this research include the followings:

1. Interview
The interview was conducted to the English teacher to obtain the supplementary information regarding the research product.The interview questions were derived from a similar study conducted by Baiq, (2018).
2. Questionnaire of Experts' Validation
The questionnaire in this study serves as a tool to collect data from the expert and teacher. They were also invited to provide suggestions for product development to ensure its readiness for use.
3. Test
Speaking assessments were also conducted to gather data regarding the students' speaking abilities during the use of C-BT Media's "Fun Learning" for speaking abilities during the teaching and learning process. The test was administered just once. The researcher collected the students' speaking performances using speaking skills rubrics. Additionally, the outcomes were used to determine whether or not there were improvements following the activity use this media.
4. Questionnaire of Students' Perception
Upon utilizing the products, the students were requested to fill out the questionnaire. Students participated in a survey in this section to express their viewpoints regarding this product.

In this study, the researcher collected two different kinds of data: qualitative and quantitative data types. The qualitative data were collected from interviews with the English teacher, expert validation, and students' questionnaire. Furthermore, the quantitative data were collected from the students' test speaking skills. In this study, researcher used data analysis for qualitative using the step model by (Miles & Huberman, 2014). It consists of four main things: Data collection, Reduction, Data display, and conclusion/verification. Data display was used to analyze the data from questionnaire students' perceptions toward the product about practicality testing. The researcher calculated the total answer of "Yes". Then,

the "Yes" answer percentages would be display using the formula adapted from (Rohman et al., 2021) The answer from questionnaire was calculated as follow:

$$\text{The percentage for each number} = \frac{total\ answers\ of\ "yes"}{total\ participants}\ 100\% \quad (1)$$

Table 1. Guideline for Practically Questionnaire

Percentage (%)	Interpretations		
	Easiness	Attractiveness	Usefulness
<20%	Not easy	Not attractive	Not useful
21%-40%	Less Easy	Less attractive	Less Useful
41%-60%	Not really easy	Not really attractive	Not really Useful
61%-80%	Easy	Attractive	Useful
81%-100%	Very easy	Very Attractive	Very Useful

(Rohman et al., 2021)

For the test, the researcher used a rubric system adopted from Brown (2001) cited by Qomariah (2023) the rubric was used to see the attractiveness of students after used the c-bt media “fun learning” for speaking skills. Each student would get a maximum of 20 points if they can speak clearly. The students would get a minimum of 4 points if they could not utilize their English very well. The rubric speaking skills test includes four aspects: fluency, pronunciation, grammar, and comprehension with a maximum score is 4. The score based on five aspects can be calculated by as follows:

$$\frac{\text{total score obtained by student}}{\text{maximum score}}\ 100\% \quad (2)$$

The maximum/ideal score is the result of multiplying the highest score (4) by the number of criteria specified (maximum/ideal score is 4x5 = 20).

3. FINDINGS AND DISCUSSION

In this part, the outcomes of utilizing C-BT media, specifically the "fun learning" approach, for enhancing speaking skills is presented. The authenticity of this media was verified by a lecturer from Universitas Maritim Raja Ali Haji as the media validation expert and an English teacher from SMPN 5 Tanjungpinang as the material validate expert. Following product validation, the researcher conducted a trial of "fun learning" to instruct students in speaking skills, specifically in the context of asking and giving information: class schedule. This trial took place in a single classroom of seventh grade students at SMPN 5 Tanjungpinang.

At the analysis step, the researchers analysed the problems in the school to know what students’ needs were by interviewed one of the English teachers. The next steps of the study include: identifying the needs of seventh-grade students at the school and highlighting the challenges students face in speaking English due to limited vocabulary and pronunciation. The teacher found the computer-based teaching media developed by the researcher interesting and suitable for the latest Curriculum (*Kurikulum Merdeka)*. The difficulties in using the media due to unreliable internet connection was anticipated by offline computer-based teaching media solution.

In the design step, the researcher produced materials according to the existing syllabus and curriculum from the student’s book recommended by the Ministry of Education. This computer-based teaching media consisted of content, specifically the material of asking and giving information: class schedule for speaking skills. After selecting the basic competencies and materials, the next step is to design computer-based teaching media "fun learning" create flowchart to outline the application and how it works. Diagram flowchart clearly shows the flow of control of an algorithm that is how to carry out a series of activities logically and systematically.

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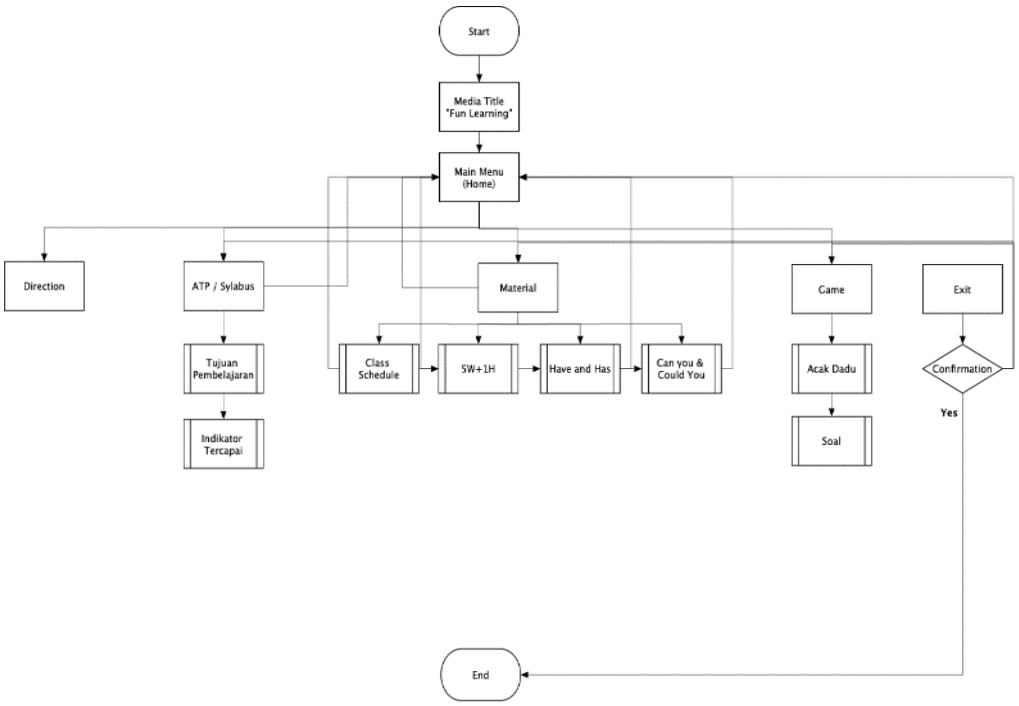

Figure 1. Design Flowchart of Fun Learning Application

After designing the application flow with a flowchart, the researcher proceeds to create a storyboard, followed by animation production using Adobe Flash CS6 with the help of an expert programmer. As per Andreas (2013) cited in Suparni (2016) on software engineering in Indonesia, a storyboard is a comprehensive design of an application that is sequentially arranged screen by screen with an explanation and specification of each image, screen, and text. The following is an overview of the storyboard that researchers designed before and after animation by expert programmers.

Figure 2. The steps of designed storyboard of “Fun Learning” application

The product was evaluated by the media experts. The first expert commented on the display and layout of the C-BT media “fun learning” application. The second expert commented on the content of C-BT media “fun learning” for speaking skills and validated the accuracy of the content of the media. Data validation from media expert explained that the researcher needs to clearly put direction into the games and the material of class schedule. After being revised, the researcher put the instruction of how to use the class schedule material and put instruction of how to use the games.

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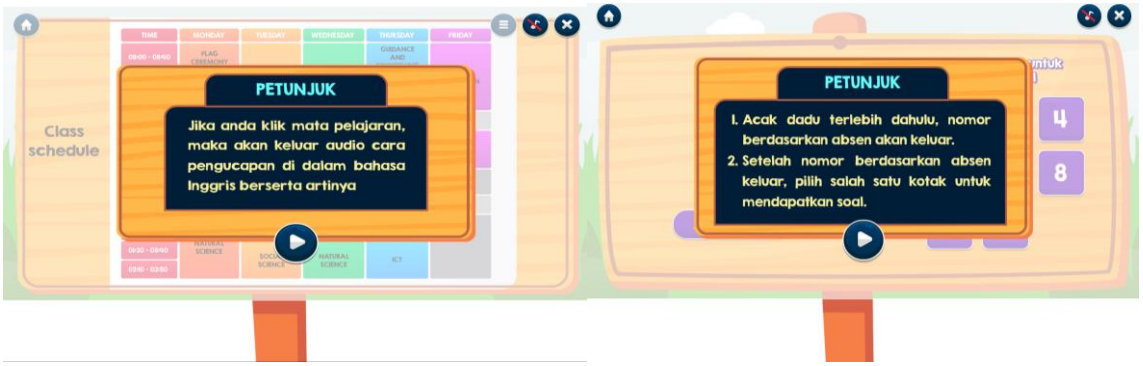
Before Revision



After Revision

Figure 3. C-BT Media “Fun Learning” Before and After Revision

The revision of the media was based on the suggestions given by media experts. The revision covered the change of the design or appearance of the media. The revision was retured to the expert for further revision or approval. After the revison, both the media and material experts gave positive comments,

Before using the product in the classroom, the researcher showed to the teacher how to use and how to install this application into the windows desktop. Then the application was implemented to the students. At the end of the implementation, the researcher tested the students’ speaking skills with the following results.

Table 2. Speaking Skills Test Result After Use The Product

Students' S**core** Classification	Subject
85	10
80	11
75	3
70	6
65	3
60	2
Average	78
SUM	2660

The total score was 2660, with maximum score was 3500. After calculating, the percentage was 76 % with the student who reach the minimum score is 30 students and the percentage was 85.71%. Based on the speaking test from the teacher before using the product, the percentage was only 67.71% and only 19 students who reach the minimum score with percentage was 54.28%.

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After the students finished the speaking test, then the researcher asked the students to respond to the questionnaire on perception toward the product. This is the results of questionnaire on students' perception toward the product as follows:

Table 3. Students' Questionnaire Toward the Product

No	Indicators	"Yes" Responses
1.	The design of the computer-based teaching media used appeals to you.	35 (100%)
2.	The animations in this computer-based teaching media support you to understand the material of asking and giving information: Class Schedule.	33 (94,29%)
3.	The existence of computer-based teaching media can provide motivation to learn the material of asking and giving information: Class Schedule	34 (97,14%)
4.	The delivery of material in this computer-based teaching media is related to daily life, especially in the school context.	32 (91.43%)
5.	The material presented in this computer-based teaching media is easy for you to understand.	31 (88.57%)
6.	Animation supports and clarifies the delivery of material	30 (85.71%)
7.	The shape, style and size of the font used are simple and easy to read	35(100%)
8.	Can be used as an alternative teaching media for students independently or with the educators.	29 (82.86%)
9.	You can more easily remember the information learned through the sounds and images in the media.	34 (97.14%)

The first part of the practicality test form asked students to rate the product's usability with three questions. First, how easy was for 35 students to use C-BT media "fun learning" for speaking media. The results indicate that 100% students considered that the media was easy to use. In the second question, 97.14% of students said it was very easy to remember what they learned from media. Third, 88.57% of the students found it easy to understand. All ease-related questions were labeled "very easy".

The second practicality test form asked students to rate the product's attractiveness in three questions. The fourth question asked how "fun learning" with C-BT media can motivate students to ask and give information. 97.14% students responded that they liked it. The fifth question asked if the material made sense and had anything to do with daily life, especially school, and 91.43 percent said yes, which proved that the media was attractive and they learned from the conversations based on such material. Animation through media that supports and clarifies information delivery was the sixth question. The media received 85.71 percent approval, meaning 30 out of 35 students liked it. All attractiveness questions were answered "very attractive".

The third part of the practicality test questionnaire asked students how useful the product was. This part had 3 questions. Thirteen students said the C-BT media design was 100% appealing. Eight questions asked about how animation through the media helps students understand the material of asking and giving information: class schedule, the media was 94.29%, meaning very useful because it makes it easy for 33 students to learn via animation. The ninth question asked if media could be used for self-learning. 29 students thought media could help them learn independently (82.86%). Additionally, all value questions were rated "very useful".

The evaluation of the C-BT Media "Fun Learning" for teacher-to-student implementation involved data acquisition, analysis, and summarization. Two expert validators, a media expert and a material expert, provided positive feedback on the product. The media expert praised

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the media for its engaging and interactive features, especially its game-based approach. The material expert had no comments or suggestions, indicating the material's validity and quality. The product was implemented with 35 seventh-grade students and their teacher at SMPN 5 Tanjungpinang, generating great interest and suitability for teaching and learning activities. Overall, the C-BT Media "Fun Learning" proved to be a valuable and valid teaching resource.

The inquiry into the pedagogical practices of an English teacher at SMPN 5 Tanjungpinang reveals a reliance on YouTube and PowerPoint as instructional tools, perceived as monotonous due to students' disinterest and constrained by slow internet connectivity. The implementation of "*Kurikulum Merdeka*" introduces audio-visual aids to mitigate these challenges, particularly for students facing difficulties in speaking skills due to a lack of prior English exposure.

Ramanyah (2017) posits that interactive learning media facilitates students' recognition, mention, and pronunciation, offering an engaging alternative to conventional thematic books. The C-BT media, developed using Adobe Flash, undergoes rigorous validation, proving its efficacy in media, display, and layout aspects. The adoption of Adobe Flash aligns with Ampera (2017) theory, emphasizing its capacity to enhance media appeal and interactivity. Furthermore, Kamaluddin et al., (2023) asserts the suitability of interactive games using Adobe Flash CS6 for teaching speaking skills, emphasizing their ability to stimulate student participation.

Material expert validation underscores the clarity and comprehensibility of the instructional material, specifically addressing asking and giving information about class schedules. The ensuing small group trials validate the material's ease of understanding, incorporating clear explanations, examples, and daily-use conversations. Student perception, gauged through a questionnaire, reflects a substantial 94.92% affirmation, classifying the C-BT media as highly valid for seventh-grade instruction.

Jepri et al., (2021) advocate for computer-based teaching media, asserting its capacity to infuse learning with fun and interest, corroborating the findings that the C-BT media introduced a novel and engaging dimension to English learning. Comparatively, Ulfah (2012) prior research on interactive multimedia for speaking skills at SMPN 1 Sleman is acknowledged for its focus on a limited material scope and adherence to the basic competition framework of *Kurikulum 2013*. Distinctively, the current study emphasizes the development of C-BT media "Fun Learning" for speaking skills, introducing novelty by prioritizing interest, activity, and attractiveness in seventh-grade English education at SMPN 5 Tanjungpinang.

4. CONCLUSION AND SUGGESTIONS

The media that have been made follow the steps or ways that have been given through the ADDIE model from (Durak & Ataizi, 2016). Starting from analyzing student needs through interview the English teacher at SMP N 5 Tanjungpinang. Then, media experts validated the C-BT Media “Fun Learning” for Speaking Skills that have been designed and given material. It received very valid without any revised and suggestion in material validation and a very valid in media validation with revised and suggestion, indicating that the C-BT Media “Fun Learning” for Speaking Skills are very valid. Following validation, the C-BT Media “Fun Learning” for Speaking Skills were provided to 35 students of class 7F at SMPN 5 Tanjungpinang, and the researcher gave speaking skills test after used the product with percentage score of 85.71 % who reach the minimum score and 14.29% students’ who do not reach the minimum score. Questionnaires based on the students' perceptions toward the product got percentage of 94.92%. It is mean that the C-BT Media “Fun Learning” for Speaking Skills is categorical as very useful media.

The research and development process adhered to the ADDIE development model as proposed by Durak and Ataizi in 2016. However, the product's validity was only established through conducted product or expert validation and small group trials. To enhance progress,

it was recommended to utilise C-BT media "fun learning" as an instructional tool for not only improving speaking skills, but also for developing other skills.

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