

Exploring Students' Perception on Using Macromedia Flash 8 Listening Activities

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Abstract: This study aimed to explore and describe the students' perception on the use of Macromedia Flash 8 at the ninth grade of Islamic Junior High school. The subject of this research is the students of ninth grade. The focus of this study is only to explore students' perception on using Macromedia flash 8 in Listening Activities which is part of English learning. The method of this study was qualitative and descriptive design. The data collecting procedures is questionnaire by google form. The questionnaire was done at ninth grade. The writer used tabulation for the gained data to make the description of the data. The result of this study showed; (1) About 87,70% students are giving positive and good perception on the use of Macromedia in Listening Activities, and (2) About 87,70% of the student agrees that using Macromedia helped the students focused on understanding the speaker and they felt their score is increasing on listening activities by using Macromedia. So it can be concluded that the use of Macromedia in Listening Learning got a positive response from the students and it also gave them some advantages.

INTRODUCTION

Nowadays, the emerging science and technology can be utilized to improve teaching and learning processes. Educators agree that the use of new technology helps them a lot in their profession. Besides, students have the same feeling that learning with the implementation of new technology has become more engaging, fun, and interactive. Therefore, The uses of science and technology have occurred in learning the language.

Teaching is showing how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand (Lander & Brown, 1995). It means the teacher as a facilitator in the learning process must think creatively

how English can be learned well and make students interested to learn. When students are interested to learn, they will enjoy the learning process and it can facilitate students to achieve their maximum potencies and help them to understand the lesson well.

Recently, the use of technology in language learning may vary, for instance, as a media or facilitation for teaching and learning language process. One of the most influential media in language learning is audio media. The use of audio is commonly used in Listening Activities. This audio is paired with question paper where students listen to the conversation carefully and answer the question from what was heard on paper.

Listening is a skill that is often overlooked in language learning research because of learning English language only

emphasis on speaking, writing, reading rather than listening. Therefore, the studies of listening did not receive more attentions from scholars and it causes learning listening was neglected by English teachers without exception in Indonesia setting.

The writer has conducted preliminary research, the data was obtained from classroom observation and interviews. Based on the results of classroom observation and interview the writer got many information related to students' difficulties in listening comprehension as follows: First, Listening did not receive special attention in teaching-learning English, because the teacher only emphasizes teaching English in speaking, grammar, reading, vocabulary, or writing than listening. Second, listening is rarely practiced in the classroom. Third, students still find difficulties in learning to listen especially in understanding the speaker message.

Based on the problems previously mentioned, the researcher wants to know the students' perceptions On using Macromedia Flash 8 in English Learning because the perception of students in learning also is important in the learning process because by knowing how the opinion of a student in the learning process can be very helpful in finding strategies, methods, styles as a solution in problems faced by students during the learning process, so students feel comfortable and happy in learning activities.

THEORETICAL SUPPORT

Listening

Listening is one of the most important skills. Listening is the skill of understanding spoken language. Glenn identified 50 definitions of a content analysis and found the five most used elements were perception, attention, interpretation, remembering, and respons.

It has been more than 60 years these five components to be a part of listening definition. Listening defined as process of decoding the sounds that are heard from the phonemes to the text completely (Nunan et al., 1981). In line with Nunan, Brownwell also explains "Listening is hearing, understanding, remembering, interpreting, evaluating, and responding (Brownell, 2019). Harmer also state that Listening texts are good pronunciation models, in other word, and the more students listen, the better they get, not only understanding speech, but also at speaking them self (Harmer, 2001) . indeed, it is worth remembering that successful spoken communication depends not just on our ability to speak, but also on the effectiveness of the way listen. Therefore, Listening skill means the skill of listening in order to understand the meaning of what is being listened to.

Listening Skills

Listening is not passive activities, because while listening every student is expected to be able to comprehend the dialogues. In the term of types Listening there are several types of listening performance. each of which comprises category with which to consider assessment tasks and procedures.

1. Intensive. Listening for perception of the components such as intonation, phonemes, words, discourse marker, etc. that was from a larger stretch of language.
2. Responsive. Listening to a comparatively short of language such as question, greeting, command, comprehension check, etc. That was in order to make an equally short response.
3. Selective. Processing about discourse such as short monologues for several minutes in order to "observe" for certain

information. The goal of the performance is not always to look for global or general meanings, yet to be able to comprehend designated information in a context of longer spoken language such as classroom directions from a TV, or radio news items, teacher, or stories. Assessment tasks in selective listening could be able by asking, for example, to listen for numbers, names, a grammatical category, directions (in a map exercise), or certain facts and events.

4. Extensive. Listening expands the knowledge a top-down, the general understanding of speech. Extensive performance gap from listening to lengthy lectures to listening to a conversation and deriving a comprehensive message or purpose. Listening for the gist, for the most idea, and making inferences are all a part of extensive listening (Harmer, 2007).

The Importance of Listening

Listening plays an important role in communication in people's daily lives. They state that "it is medium through which people gain a large proportion of their education, their information, their understanding of the world and human affairs, their ideals, sense of values" (Guo & Wills, 2005). Another statements state that "One of the total time spent on communicating, listening takes up 40-50 %, speaking 25-30 %, reading 11-16 %, and writing about 9 %" (Mendelsohn, 1994). which are Emphasizing the importance of listening in language learning. In addition, another statements states that "There is no other kind of the easy process language input as a spoken language, received through listening, and the students can build an appreciation of the inter-workings of language systems at

various levels, and thus build a base for more easy productive skills." (Paterson, 2001).

The Advantages of Using Macromedia Flash 8

There are five advantages of using Macromedia Flash 8, as follows:

1. The advantage is and graphics are consistent and flexible for window size and screen resolution regardless of the user's monitor.
2. The picture quality is maintained.
3. The opening program (loading) relative quickly.
4. An interactive program is generated and easy to make.

Using Macromedia in the learning process is relatively flexible because it can be used remotely via a link (Saputra & Tiarina, 2013).

The use Macromedia in Learning

the advancement of information and communication technologies affects many sectors of teachers who worked in the field of education and teaching is also not immune from such influence. Teachers are required to keep up with technology, once especially information and communication technology (ICT) is growing very rapidly in recent years. If teachers are not able to follow the pace of technological change, it is concerned that teachers will fail to function as teachers and educators. Also, along with the advancement of technology, there are a lot of facilities and infrastructures that make the learning process (PBM) are much more fun for learners. This resulted in a PBM that rely on chalk and blackboard seems to be more left crushed by technological advances (Muljo, 2014).

Perspective of Perception

As a matter of fact, Perception is a word that is closely related to human

psychology, it has been defined in various ways, from a layman's perspective, and the perception is defined as the conscious act of a person's environment through physical sensation, which demonstrates the ability of individuals to understand.

To be the source from Nelson and Quick that "perception is the process of interpreting the information about other people" (Nelson. L & Quick. C, 199 C.E.). In a line with Nelson and quick, defining acceptable perceptions are dependent on a person's behavior when conveying that information that enables them to understand the situation around them, "perception is the process which is by people select, organize and interpret sensory stimulations into meaningful information about their work environment" (Zulhernanda, 2018).

METHOD

Research Design

In this study the researcher used qualitative method with descriptive approach by questioning 98 respondents with 24 positive and negative statements. The questionnaire that chosen in this study is adopting the research from Chyntia Rahayu Mardianti which conducted research entitled Students' Perception Of Using Animation Video In Teaching Listening Of Narrative Text. In this survey, questionnaire is analyzed by likert scale. For analyzing data that derived from the inquiry field or graded from 1 to 5.

All the collected data then will be selected and arranged. In this case, all data collected by the researcher is quantitative data that changed into qualitative data for taking the conclusion. The percentage formula that will be used is as follows :

$$P = \frac{f}{n} \times 100\%$$

P = Percentage of the item

F = Frequency of the item

N = the total number of the item

Subject

The subject of the research were 98 students in the ninth grade of Islamic Junior High school Serang academic year 2019/2020, with 98 students divided into 4 classes, namely VIIIA, VIII B, and VIIIC, and VIID. The students will use Macromedia Flas 8 for listening activities to know the perception and the advantages of the media. After they use the media they must fill the questionnaires that given after hearing and answer the questions from the media.

Instruments

To collect the data the authors use questionnaire by google form as the instrument to collecting the data. The questionnaire is a way to collect data from respondents and usually consists of several written questions related to the topic. In this study, researcher used closed-questionnaire it means that on every question there are some alternatives answers that relate to the question, so the respondents can easily choose the answer that already exists.

Procedures

This study conducted in two meeting to show how they perception and the advantages on using Macromedia Flash 8 in listening activities. 98 students were obliged to use the media and Answer the questions from what speaker said and what they see from the media. After that they are required to fill the questionnaire that consists of 24 statements which are consist of positive and negative perception. They must choose one of five options given in each statement. The options are, strongly disagree, disagree, neutral, agree, and strongly agree. The

students also required to give their opinion about what they feel after using Macromedia related to the statements in the questionnaire.

RESULT AND DISCUSSION

Here is the result of the questionnaire that found were submitted and the analyzed from the learner's choosing of the option, as follows:

Table 1
Tabulation Data from the Questionnaire

Positive Perception								Negative Perception							
No	Statement	Alternative Answer					Total	No	Statement	Alternative Answer					Total
		SA	A	N	DA	SD				S A	A	N	DA	SDA	
1	The produced audio from the video is pretty clear, so I can understand the Delivered message easily	65,30 %	7,30%	4,40 %	8,20 %	5,10 %	100 %	3	The audio used has too many distractors	1% 4,10%	14,30%	19,40%	61,20%	100	%
2	Audio used is appropriate with English learning material.	49 %	33, 30 %	5,1 0%	7, 10 %	5, 10 %	100 %	4	The audio used is not appropriate with English learning material.	2% 9,30%	5,10%	15,30%	68,40%	100	%
5	I felt helped in understanding the conversation delivered after using Macromedia.	30, 60 %	54, 10 %	7,1 0%	8, 20 %	0	100 %	15	Macromedia shown is not attractive	4,10 %	6,10%	9,20%	19,40%	61,20%	100 %
6	Macromedia help me in understanding difficult vocabulary.	26, 50 %	52 %	11, 20 %	9, 20 %	1 %	100 %	16	Macromedia has no suitable contrasting colors, so i feel hard in understanding the text on the screen.	4,10 %	3,10%	11,20%	20,40%	60,20%	100 %
7	The shown of Macromedia has a good quality	33, 70 %	50 %	10, 20 %	3, 10 %	3, 10 %	100 %	17	I feel bored when using	1% 5,30%		9,3 0%	54,60%	29,90%	100 %
8	Macromedia helps me in understanding the meaning of the unknown vocabulary.	30, 60 %	46, 90 %	14, 30 %	7, 10 %	1 %	100 %	18	Macromedia didn't help me in understanding the difficult vocabulary.	1% 5,10%		7,1 0%	56,10%	30,60%	100 %
9	Macromedia used is suitable for Listening Activities.	30, 60 %	51 %	11, 20 %	6, 10 %	1 %	100 %	19	The use of Macromedia just a kind of teaching variety from the teacher so that students won't get bored easily, but the subject that I captured is the same like without Macromedia.	0,00 %	10,20 %	48 %	22,40%	19,4 0%	100 %
10	I felt easier in understanding Listening Activities by using Macromedia.	52 %	28, 60 %	11, 20 %	5, 10 %	3, 10 %	100 %	20	The use of Macromedia in Listening Activities didn't help me understand the meaning of unknown vocabulary.	2% 8,20%		7,1 0%	52%	30,6 0%	100 %

21	I feel difficult to focus on understanding Listening Activities by using Macromedia.	1%	4,10%	10,20%	25,50%	59,20%	100%
22	I didn't feel helped in Listening Activities by using Macromedia	3,10%	6,10%	6,10%	57,10%	27,60%	100%
23	I feel harder in understanding the listening material in Macromedia.	2%	6,10%	7,10%	52%	32,70%	0%
24	The use of Macromedia didn't give impact to my understanding about delivered subject.	2%	7,10%	9,20%	47%	33,70%	100%

The table above shows the percentage of the answer frequency by the students. It can be described that point 1 shows the highest percentage of students (64,4%) said they strongly agreed that the audio produced from the video is pretty clear so they can understand the message easily and clearly. A small portion of students said they agreed that the audio produced from the video is pretty clear so they can understand the message easily (17,3%), while other small part states hesitant (8,2%), don't agree (5,1%) and the lowest percentage students (5,1%) states strongly disagree.

Furthermore, point 2 shows that nearly half of students (49%) said they strongly agreed that the Audio used is appropriate with English learning material, a small portion of the students said agree (3,3%). While most other small states hesitant (5,1%), don't agree (7,1%), and the same as hesitant, (5,1%) for strongly Disagree. Thus, it can be concluded if they strongly agreed that Audio used was appropriate with English learning material.

However, point 3 shows that only one student said he was strongly agreed that the used audio has a lot of distractors (1%). Some small part of the students said agrees (4,1%) and hesitate (14,3%) that

the used audio has a lot of distractors. While, least of the students' states disagree (19,4%), and strongly disagree (61,2%). So it can be concluded if they strongly disagreed that the used audio has a lot of distractors.

While point 4 indicates that only a small portion of students (2%) said they strongly agreed that the audio used is not appropriate with English learning material. Another small part of the students said agree (9,3%) and the lower than agree is hesitant (5,1%). While most other small portion states disagree (15,3%), and strongly disagree has the highest percentage (68,4%). So it can be concluded that the students strongly disagree about the audio used is not appropriate with English learning material.

Meanwhile, point 5 indicates that a small portion of students (30,6%) said that they felt helped to understand the conversation delivered after using Macromedia after they use video and more than half of the students said agree (54,21). While other small part states hesitant (7,1%), don't agree (8,2%), and no one expressed strongly disagrees (0%). Thus, it can be concluded if they agreed that they felt helped to understand the conversation delivered after using Macromedia.

The next is point 6. It indicates that a small portion of students (26,5%) said that video helps them understanding difficult vocabulary and more than half of the students said agree (52%). While other small part states hesitant (11,2%), don't agree (9,2%) and only one person expressed strongly disagrees (1%). Thus, it can be concluded if they agreed that video helps them understanding difficult vocabulary.

Then, point 7 indicates that a small portion of students (33,7%) said that the shown Macromedia has a good quality and half of the students said agree

(50%). While other small part states hesitant (10,2%), the smallest percentage is don't agree (3,1%), and as same as don't agree, strongly disagrees (3,1%). Thus, it can be concluded if they agreed that the shown video has good quality.

Further, point 8 indicates that a small portion of students (30,6%) said they strongly agreed that Macromedia helps me in understanding the meaning of the unknown vocabulary and near half of the students said agree (46,9%). While most other small part states hesitant (14,3%), don't agree (7,1%), and only one person expressed strongly disagrees (1%). Thus, it can be concluded if they agreed that Macromedia helps me in understanding the meaning of the unknown vocabulary.

Then, point 9 indicates that a small portion of students (30,6%) said they strongly agreed that Macromedia used is suitable for Listening Activities and more than half of the students said agree (51%). While most other part states hesitant (11,2%), don't agree (6,1%), and only one person expressed strongly disagrees (1%). Thus, it can be concluded if they agree that the use of Macromedia is suitable for Listening Activities.

Furthermore, point 10 indicates that more than half of students (52%) said strongly agree that they felt easier in understanding the Listening Activities by using Macromedia and a small portion of students said agree (28,6%). While most other small states hesitant (11,2%), don't agree (5,1%), and the lowest percentage is strongly disagreed (3,1%). Thus, it can be concluded if they agreed that they felt easier in understanding the lesson by using video.

Then point 11 indicates that more than half of students (56,1%) said strongly agree that they felt more focused in understanding Listening Activities by using Macromedia and small portion of the students said (31,6%). While most other small part states hesitant (7,1%),

don't agree (2,2%), and strongly disagree (3,1%). Thus, it can be concluded if they agreed that the students felt more focused on understanding Listening Activities by using Macromedia.

Next is point 12. It indicates that a small portion of students (21,4%) said strongly agree that the use of Macromedia give a big impact on the students in understanding the submitted subject and more than half of the students said agree (69,2%). While most other small states hesitant (13,3%), don't agree (4,1%), and only one person expressed strongly disagrees (1%). Thus, it can be concluded if they agreed that the use of Macromedia give a big impact on the students in understanding the submitted subject.

So, point 13 indicates that a small portion of students (27,6%) said strongly agree they felt that their score is increasing on listening subject by using Macromedia and more than half of the students said agree (52%). While other small part states hesitant (12,2%), don't agree (7,1%), and only one person expressed strongly disagrees (1%). Thus, it can be concluded if they agreed that they felt that their score is increasing on narrative text subject by using video.

The next is point 14. It indicates that a small portion of students (29,50%) said strongly agree that in their opinion, Macromedia is needed in Listening Activities and more than half of the students said agree (52%). While other small part states hesitant (10,20%), don't agree (3,10%), and strongly disagree (5,10%). Thus, it can be concluded if they agree that in their opinion, a Macromedia is needed in Listening Activities.

However, point 15 indicates that students said they strongly agree that the video shown is not attractive (4,10%) and the small portion of students of student state hesitant (9,20%), disagree (19,40%), and almost all of students strongly disagree (61,20%). So, it can be concluded that the students strongly

disagree about the Macromedia showed is not attractive.

Then point 16 indicates that small part of students (4,10%) said strongly agree that video has no suitable contrasting colors, so they feel hard in understanding the text on the screen, some other small part of the students said agree (3,10%) and hesitate (11,20%). While the students' states disagree (20,40%) and more than half of students strongly disagree (60,20%). So it can be concluded that the students strongly disagreed that Macromedia has no suitable contrasting colors, so they feel hard in understanding the text on the screen.

Further, points 17 indicates that only one student (1%) said they strongly agree that they felt bored when using Macromedia, some small part of the students said agree (5,3%) and hesitate (9,3%). While more than half of the students' states disagree (54,6%) and strongly disagree (29,9%). So it can be concluded that the students disagree about they felt bored when using Macromedia.

So, point 18 indicates that a small part of students (1%) said they strongly agree that Macromedia didn't help me in understanding the difficult vocabulary, some small part of the students said agree (5,10%) and hesitate (7,10%). While more than half of the students' states disagree (56,10%) and strongly disagree (30,60%). So, it can be concluded that the students disagree about Macromedia didn't help me in understanding the difficult vocabulary.

The next is point 19. Indicates that no student (0%) said strongly agree that the use of Macromedia just a kind of teaching variety from the teacher so the students won't get bored easily, but the subject that they captured in the same like, without Macromedia, some small part of the students said agree (10,20%)

and near half hesitate (48%). While the students' states disagree (22,40%) and strongly disagree (19,40%). So it can be concluded that the students hesitate about the use of Macromedia just a kind of teaching variety from the teacher so that students won't get bored easily, but the subject that they captured in the same like without Macromedia.

Then points 20 indicates that small part of students (2%) said they strongly agree that the use of Macromedia in Listening Activities didn't help me understand the meaning of unknown vocabulary, some small part of the students said agree (8,20%), and hesitate (7,10%). While more than half of the students' states disagree (52%) and strongly disagree (30,50%). So it can be concluded that the students disagree on the use of Macromedia in Listening Activities didn't help them understand the meaning of unknown vocabulary.

So point 21 indicates no one expressed that they strongly agreed (10%) that they feel difficult to focus on understanding Listening Activities by using Macromedia, some small part of the students said agree (4,10%) and hesitate (10,20%). While some of the students' states disagree (25,50%) and more than half of students strongly disagree (59,20%). So, it can be concluded that the students strongly disagree about they feel difficult to focus on understanding Listening Activities by using Macromedia.

Furthermore, point 22 indicates a small part of the students expressed they strongly agree (3,10%) that they didn't feel helped in Listening Activities by using Macromedia some small part of the students said agree (6,10%) and hesitate (6,10%). While more than half students' states disagree (57,10%) and almost the ad same as disagree, strongly disagree (27,60%). So, it can be concluded the students disagree that they didn't feel

helped in Listening Activities by using Macromedia.

And point 23 indicates the lowest percentage expressed they strongly agree (2%) and some small part of the students said agree (6,10%). While some of the students said hesitate (7,10%), more than half of students' states disagree (55%) and strongly disagree (32,70%). So it can be concluded that the students feel harder in understanding the listening material in Macromedia.

In addition point 24 indicates the lowest percentage expressed they strongly agree (2%) and some small part of the students said agree (7,10%). While same of the student states hesitate (9,20%), another small part of students' state disagree (47%), and almost same as disagree, strongly disagree (33,70%). So it can be concluded that the students disagree about the use of Macromedia didn't give impact to students understanding about delivered subject.

From the findings above the students' perception can be outlined as:

Table 2
Analysis result of students' perception of using Macromedia in Listening Activities

Positive Perception

No	Statement	Analysis Result	P (%)	Interpretation
1	The produced audio from the video is pretty clear, so I can understand the delivered message easily.	Strongly Agree	82,60%	Almost
2	Audio used is appropriate with English learning material.	Strongly Agree	82,30%	Almost
5	I felt helped in understanding the conversation delivered after using Macromedia.	Agree	84,70%	Almost
6	Macromedia help me in understanding difficult vocabulary.	Agree	79%	Almost

7	The show of Macromedia has a good quality	Agree	83,70%	Almost
8	Macromedia helps me in understanding the meaning of the unknown vocabulary.	Agree	77,50%	Almost
9	Macromedia used is suitable for Listening Activities.	Agree	81,60%	Almost
10	I felt easier in understanding the Listening Activities by using Macromedia.	Strongly Agree	80,60%	Almost
11	I felt more focused in understanding Listening Activities by using Macromedia.	Strongly Agree	87,70%	Almost
12	The use of Macromedia give a big impact on me in understanding the submitted subject.	Agree	81,60%	Almost
13	I felt that my score is increasing on listening subject by using Macromedia.	Agree	79,60%	Almost
14	In my opinion, Macromedia is needed in Listening Activities.	Agree	80,60%	Almost

Negative Perception

No	Statement	Analysis Result	P (%)	Interpretation
3	The audio used has too many distractors, so I can't listen to the audio clearly.	Strongly Disagree	80,60 %	Almost
4	The audio used is not appropriate with English learning material.	Agree	83,70 %	Almost
15	Macromedia shown is not attractive	Strongly Disagree	80,60 %	Almost
16	Macromedia has no suitable contrasting colors, so i feel hard in understanding the text on the screen.	Strongly Disagree	84,50 %	Almost
17	I feel bored when using Macromedia.	Disagree	84,50 %	Almost

18	Macromedia didn't help me in understanding the difficult vocabulary.	Disagree	86,70 %	Almost
19	The use of Macromedia just a kind of teaching variety from the teacher so that students won't get bored easily, but the subject that I captured is the same like without Macromedia.	Hesitant	48%	Almost half
20	The use of Macromedia in Listening Activities didn't help me understand the meaning of unknown vocabulary.	Disagree	82,60 %	Almost
21	I feel difficult to focus on understanding Listening Activities by using Macromedia.	Strongly Disagree	84%	Almost
22	I didn't feel helped in Listening Activities by using Macromedia	Disagree	84,70 %	Almost
23	I feel harder in understanding the listening material in Macromedia.	Disagree	85%	Almost
24	The use of Macromedia didn't give impact to my understanding about delivered subject.	Disagree	81%	Almost

Most of the Students give positive perception and have some advantages in using Macromedia Flash 8.

Based on the result of the questionnaire above it can be concluded that most of the students have a positive perception of the use of Macromedia in Listening Activities More than half of the students (79%) stated that using Macromedia helps me in understanding difficult vocabulary. Because Macromedia not only provides them with audio but also a visual variety image that makes them easy to guess the meaning of vocabulary which are students hear. This result is in a line with Jeremy Harmer's statement about the advantages of media in language teaching that by using audiovisual media the learners not only can listen to the audio but they can see it

because of the presence of an Audiovisual help make students feel more realistic.

Also, Macromedia gives some advantages which are they more focused on understanding Listening Activities and they felt their score is increasing on listening subject by using Macromedia. These can show by the percentage response from the students about 87,70% and 79,60% they agree with the advantages both of them. The result is a line with Daniel about the advantages of Audiovisual that Audio-visual aids help the students to pay attention and The teachers can improve their own English aural aids.

CONCLUSION

Based on the findings of the research result in the previous chapter, it can show by percentage about 77,50%-87,70%. So, it can be concluded that students' perception of the used Macromedia in Listening Activities is positive.

Also, the use of Macromedia in learning listening has the advantages which are to make students more focused on understanding Listening Activities by using Macromedia and they felt their score is increasing on listening subject by using Macromedia it is show by percentage about 79,60%. -87,70% agree with the statements.

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