

Developing Instructional Media Based on ICT for Fourth Grade Students

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ABSTRACT

The aim of this study is to develop 'English Fun' in English instruction for fourth grade students of MI Al Hidayah Pagotan Jombang. This product focused on some vocabularies such as fruit, part of body, vegetables, and animals. The researcher chooses the ADDIE model in developing the product. This model consists of five steps. Those are: (1) analyze, (2) design, (3) development, (4) implementation, and (5) evaluation. On develop phase, validation sheet was used to evaluate the quality of English Fun that was developed. Based on the data from the material expert validation sheet instrument above, the average of the overall aspect was 94% which means this product was "very good" and deserves to be implemented. The following were the validation results from media experts. Based on the data from the media expert validation sheet instrument above, the average of the whole aspect was 89% which mean this product was "very good" and feasible to be implemented. Based on the results of implementation with 10 students as a respondent, the result was 67% which mean that the results of the implementation were included in "good" which mean this instructional media can be used as a means of learning media to help students in learning activities.

Keywords: English Instruction ; EYL; Vocabulary.

INTRODUCTION

English as a foreign language in Indonesia has a big role because English as an international language becomes a trigger for every country to learn the language. Teaching English becomes more challenging for teachers because young people now are more creative and up to date. If the teachers apply and use traditional method and media in classroom, it will be boring. Thereby, teachers need to identify and find out other ways to elicit the students' motivation and interaction in classroom. Information and Communication Technology (ICT) become one of the solutions to attract and motivate young learners. Because ICT including computers, internet, Cellular Phones, radio, video, television, computers, and satellite systems (Fu, 2013; Sharndama, 2013) widely used in various aspects involving education. In addition, Florish (2014) stated that ICT has important role in supporting and enhancing of learning language.

The younger the learners are, according to Phillips (2003), the more holistic learners they will be. Younger learners respond to language according to what it does or what they can do with it, rather than treating it as an intellectual game or abstract system. Further, younger learners have the advantage of being great mimics, are often unselfconscious, and are usually prepared to enjoy the activities the teacher has prepared for them (Syarifah et al, 2022). However, there are some points a teacher should consider: First, the activities should be simple enough for the children to understand what is expected of them. Next, the task should be within their abilities: it needs to be achievable but at the same time sufficiently stimulating for them to feel satisfied with their work (Nur et al, 2021). Third, the activities should be largely orally based. Then written activities should be used sparingly with younger children. Children of six or seven years old are often not yet proficient in the mechanics of writing in their own language (Aprilian, 2018).

Teachers of young learners with low levels of language proficiency should consider the choice of websites that will provide the learners with understandable language and contexts. Choosing the right websites can go some way towards raising the learners comfort levels. Websites which are more suitable for lower levels will include: a) It must be simple, clearly presented texts. b) It does not include -

linguistic data which is easy to interpret. c) It has visual visual, d) the content has been written, edited and prepared with this audience in mind. (Dudeny and Hockly, 2007).

Moreover, as a teacher we should consider some principles of material development as stated by Tomlinson (2007), the criteria of good materials are formulated, i.e. the materials should (1) be relevant and adequate to achieve the competencies; (2) achieve impact through novelty, variety, attractive presentation, appealing content and achievable challenge; (3) help learners feel at ease; (4) help learners develop confidence; (5) facilitate learners' self investment; and (6) expose learners to language in authentic use.

Based on the result of need analysis, it was found that the instructional media that was used by the teacher was only worksheet. The teacher said that it was needed supplementary instructional to support vocabulary exercises. Based on those information the researcher takes some materials that involved fruit, vegetables, animal, and part of body.

Some previous resarchers had conducted similar study. Wathon (2017) developed Interactive English Learning Media Based ICT for Elementary Student. The implementation of information and communication technology (ICT) curriculum at elementary school is the educational sector development. ICT subject is a practical subject which requires a direct practice to make easier in elementary student understanding the material. Founding many problems in understanding their English material especially reading comprehension a teacher is demanded to make a learning media which helps the student to understand the material of study (Fatimatuzahroh & Agustina, 2021). This research is aimed at describing the model of ICT in elementary school and using of learning media. Moreover, the description can become one of the basic from the development of interactive study model base on student self learning. Designing material for elementary student and giving media learning can motivate them in teaching learning English better. Concerning these problems, a set of suitable instructional elementary student material and media learning for elementary student. Besides, the arranging of this study model is hoped to make habitual and self-learning.

Another previous researcher, Kastuhandani (2014) employed ICT in teaching English to young learners, indeed, provides challenges for teachers to overcome. However, by far, the most useful resources in the classroom are the students themselves. Through their thoughts and experiences they bring the outside world into the room, and this is a powerful resource for teachers to draw on. Although without using any educational technology teachers can still survive and students can get various language experiences, educational technology will provide the tools to enhance the teaching learning process. The integration of technology into teaching learning process requires only teachers' creativity to employ technology to support their efforts. Furthermore, computers and the Internet are not replacements for classroom teaching as we can see from the discussions above. Many people believe that the technology can 'do' things to help the language learning process. In fact, technology can do nothing. Only when the technology is combined with offline activities does it reach its enriching potential. Based on the above background, the researcher intends to develop an English learning media called Fun English for fourth grade students at MI Al HidayahPagotan.

METHOD

This research belongs to Research and Development method. According to Gall, Gall & Borg (2003) Research and Development is a process to develop and validate products that will be used in education and learning. It is an effort to develop and produce a product in the form of materials, media, tools, and learning strategies which are used to solve learning problems in the classroom. It is in line with Latief (2011) who said that research and development method is a method used to produce a certain product, and test the effectiveness of the product. Research and Development is commonly found in learning design models, such as Dick & Carey, Borg & Gall Models, and ADDIE Models (Analysis, Design, Development, Implementation, and Evaluation).

The researcher chooses the ADDIE models. This model consists of five steps is: (1) analyze, (2) design, (3) development, (4) implementation, (5) evaluation. In short, this study aim at developing 'English Fun' in English Instruction for students of fourth grade students of MI Al Hidayah Pagotan Jombang.

RESULT AND DISCUSSION

The Result Of Analysis

The first step that must be done in this research is collect needs analysis data. The need analysis was carried out by giving questionnaires to the students and teachers. The questionnaire was addressed to the students and English teacher of MI Al Hidayah Pagotan class IV . Based on data from the results of the need analysis, during the pandemic teaching and learning hours were very limited. So, a learning media is needed to provide children's understanding of English material even at a distance.

The Result Of Design

After the researcher identified the class situation and school conditions based on data obtained from questionnaire, the next step was to plan and create media based on material for fourth graders at the MI Al Hidayah Pagotan Jombang. At this stage the researcher designed all content for the media to be as attractive as possible. Researcher used PPT applications with hyperlink settings and also triggers to design learning media. This stage was carried out after the needs analysis was carried out.

The Result Of Development

THE purpose of this stage was to determine the feasibility of the media. The material expert was one of the English language teachers at SDI SabilulMuttaqin. Then media experts was a teacher of English subjects at SMPN 1 Plandaan, she was also graduated from the faculty of information technology from KH. A. Wahab Hasbullah University. The instrument used at this stage was the validation sheet. Validation sheet was provided after the product had been developed in order to obtain criticism and also suggestions on the feasibility of the product developed. The following were the data from the validation results to material experts

Table 1. Result of Material Validation

No	Aspect	Value
1	The suitability of the material with basic competencies	5
2	The suitability of the material with the learning objectives	5
3	Interactivity of students with media	4
4	Learning motivation growth	4
5	The actuality of the material presented	5
6	Sufficient number of vocabularies	5
7	Completeness of vocabulary coverage	5
8	Vocabulary difficulty level according to the material	5
9	Depth of vocabulary according to material	4
10	Ease of learning to understand	5
11	Easy-to-understand vocabulary	5
12	Clarity of study instructions	5
13	Vocabulary truth according to theory and concept	5
14	Accurate use of vocabulary	5
15	Providing feedback on the evaluation results	4
Total		71

In calculating the results, the researcher processed it by using the likert scale as follows:

Max score = 5 x 15 (item) = 75

Percentage = $\frac{71}{75} \times 100 = 94\%$

Based on the data from the material expert validation sheet instrument above, the average of the overall aspect was 94% which means this product was "very good" and deserves to be implemented. The following were the validation results from media experts;

Table 2. Result of Media Validation

No	Aspect	Value
1	Media is simple and attractive	5
2	Media can attract students' attention	4
3	Media can be accepted by the target based on the goals to be achieved (communicative)	5
4	Media display is made creatively according to ideas and ideas	4
5	Interesting picture animation	4
6	Images are clear and easy to understand	5
7	Clear background design (not blurry)	5
8	Font selection accuracy	4
9	The background color and text have the right combination	4
10	Font size accuracy	4
11	Accuracy in text placement	5
12	Image placement	5
13	Image selection accuracy	5
14	The change of slides is interesting and not monotonous	3
15	Text clarity	4
16	Effect design does not interfere with writing	5
17	Easy to read	5
Total		76

In calculating the results, the researcher processed it by using the likert scale as follows:

Max score = 5 x 17 (item) = 85

Percentage = 76 / 85 x 100% = 89%

Based on the data from the media expert validation sheet instrument above, the average of the whole aspect was 89% which mean this product was “very good” and feasible to be implemented.

After validation, what should be revised was: the first background, adjustment of background color and text. The display on each cover slide should be given a moving background, and the color should be adjusted to the background color.

The Result Of Implementation

In the implementation phase, the researcher conducted a trial which was followed by 10 students at MI Al Hidayah Pagotan Jombang to test the feasibility of Fun English. After students seen and used Fun English, they were given a questionnaire. In this questionnaire there were 10 questions and 5 and assessment options.

Table 3. The result of implementation

No	Aspect	Score
1	Do you think that Fun English learning media is easy to use?	35
2	Is fun English media including fun and innovative media?	30
3	Does the background in the media look interesting?	45
4	Are the pictures and writings in the media clearly visible?	43
5	Is Fun English very useful for students?	37
6	In your opinion, after using Fun English, can you understand the material in the media?	26
7	Is the material in the Fun English game easy and understandable?	26
8	Is the material in the Fun English game easy to memorize?	26
9	Is the voice in Fun English media heard clearly?	41
10	Are the questions in Fun English media easy to answer?	26
Total		335

In calculating the results, the researcher processed it using the Likert scale as follows:

Max score = 5 x 10 (item) x 10 (students) = 500

Percentage = 335 / 500 x 100% = 67%

Based on the results of implementation with 10 students as a respondent, the result was 67% which mean that the results of the implementation were included in "good" which mean this instructional media can be used as a means of learning media to help students in learning activities.

Result Of Evaluation

After being revised and implemented, here are the display of final product:



Figure 1. Game Menu

In this part, there are three parts provided. On the play button, it is provided some exercises to train their vocabulary. On material button, it is provided some materials that cover several topics. In this part the students do not need to login as user. So, everyone can use it directly.

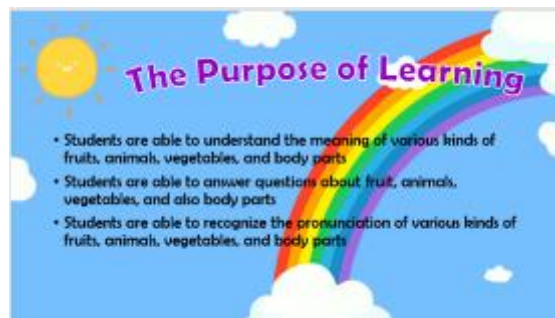


Figure 2. Purpose of The Game

Here is the learning objective of the use of this instructional media. There are three points. These learning objectives , of course, relate to the exercises.



Figure 3. Game Material Menu

In this product, there are four topics. Vegetables, fruits, animal, and part of body. The researcher choose those topics based on the materials on need analysis. The users can choose based on their topic on that day.



Figure 4. Game Menu

In each exercise, it is provided two kinds of exercise. Guessing words and pictures. The learning objectives are the students can identify and define some vocabularies. Those exercises are provided in each topic.



Figure 5. Kinds of Vegetables

The first topic is vegetables. It is provided some vocabularies of vegetables along with their figures. Moreover, the pronunciation is also inserted on each figure, so the students can identify how to pronounce each word.



Figure 6. Kinds of Fruits

The next topic is fruits. It is provided some vocabularies of fruits along with their figures. Moreover, the pronunciation is also inserted on each figure, so the students can identify how to pronounce some vocabularies of fruits.



Figure 7. Kinds of Animals

The third topic is animal. It is provided some vocabularies of animals along with their figures. Moreover, the pronunciation is also inserted on each figure, so the students can identify how to pronounce some vocabularies of animals.



Figure 8. Kinds of Part of Body

The last topic is part of body. It is provided some vocabularies of part of body along with their figures. Moreover, the pronunciation is also inserted on each figure, so the students can identify how to pronounce each vocabularies of part of body.



Figure 9. Question of Guess the Word

In guessing word, it is provided a figure and students are given three options. They are asked to choose one of them. When they answer it correctly, those expression will appear.



Figure 10. Question of Guess the Picture

In guessing word, it is provided a figure and students are given three options. They are asked to choose one of them. Different from previous figure, when they answer it incorrectly, those expression will appear.

CONCLUSION

The aim of this study is developing Fun English instructional media that can be used to support fourth grade students of MI Al Hidayah Pagotan Jombang in language learning English. The results of material validation get a value of 94% which means that the media is "very good" and the results of media validation are 89% which are in the "very good" category. This means that this product is suitable for use as a learning media.

By having these conclusions, hopefully this research can give benefit for others. For students, they can use this Fun English instructional media to support them in learn to understand words in English. whereas for teacher, it can be used as a reference in providing their students' materials and exercises. Moreover, other researchers, this product that can be a reference for developing new products in English learning

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