

THE PREPARATION OF INSTRUCTIONAL MEDIA IN TEACHING ENGLISH TO YOUNG LEARNERS AT SDN BAROS MANDIRI 3 CIMAHI

Silfia Ayuningtias¹, Evie Kareviati²

^{1,2} IKIP Siliwangi

¹ silfiaayn@student.ikipsiliwangi.ac.id, ² ekareviati@gmail.com

Abstract

This study has two purposes, the first is describing how the teacher's preparation the instructional media and the second one is explaining how the teacher's utilized the instructional media in teaching English to young learners. This study was conducted in SDN Baros Mandiri 3 Cimahi at fifth-grade students. To collect the data the researcher used observation in the classroom and interview with the English teacher. This method used a descriptive qualitative. The result of this study showed that in preparing the instructional media the teacher did two kinds of preparation. The English teacher's stated that the preparation was: first, selecting the suitable instructional media related to the material that will be taught. Second, mastering the material for delivering to students. The instructional media used by the English teacher's is flashcards, the English teacher's stated that flashcards are mostly because it doesn't need a lot of preparation. Flashcards are also useful to help the teacher in the learning process because the students can visualize the words through seen at the flashcards. The use of flashcards also easy, the teacher only needs to show one by one of the pictures to all students and they would be guessed the name of the pictures related to the material, students who can guess will come to the front of the class and write down the word in English.

Keywords: Instructional Media, Young Learners

INTRODUCTION

Teaching English to young learners is important to be taught at an early age. It is necessary to introduce English to children to help children in learning English easily at the higher grade of school. According to Rodliyah (2009) cited in Sukmahidayanti (2015) teaching English to young learners is considered important needs especially in big cities. It has shown the importance of English for children recently. In teaching English, young learners tend to prefer learning in such a pleasant and fun circumstance. Mutohar (2009) cited in Sukmahidayanti (2015) claims that many elementary school teachers in Indonesia have been delivering the material in such a way but the students still bored during learning English in the classroom.

Therefore, in teaching English to elementary school students, teachers need to consider several aspects such as students' characteristics and the media. Teachers need to deal with elementary school students whose characteristics are different than adult learners. According to Juhana (2014) as cited in Astuti, Fauziati, & Marmanto (2019) young learners' teachers are necessary to know and understand the characteristics of young learners because it can affect many aspects of teaching such as teaching style, methods, learning materials, lesson plan, and the way of getting along with them so that effective teaching is achieved.

For the elementary school students like to learn while playing, it means students would not aware they have been learned unconsciously. This is consistent with Hashemi and Azizinezhad (2011) as cited in Astuti, Fauziati, & Marmanto (2019) who think that fun activities will help

young learners remember language materials presented better. Moreover, in understanding the material they need to see the object. Based on Sadiman et al (1986) cited in Sukmahadiyanti (2015) states instructional media as anything used to deliver information to arise students' curiosity and encourage them to learn. Harmer (2007) cited in Laksono, Damayanti, & Santoso (2019) claims that several types of instructional media can be used by teachers: the student themselves, realia, pictures, coursebook, board, and computer-based presentation technology. However, the teachers need to consider those types of instructional media that will be used which appropriate with students' characteristics, learning conditions, and how teachers optimize the instructional media. Thus, teachers need to prepare for implementing the instructional media in the classroom. Based on the background above, the research questions are formulated as below:

1. What kind of preparation does the teacher have in utilizing instructional media?
2. How does the teacher utilize instructional media in the classroom?

Therefore, this study aims to find out the utilization of instructional media in the classroom and how the teacher's preparation toward its use.

Instructional Media

Instructional media are defined by Sadiman et al. (1986) as cited in Sukmahidayanti (2015) as anything used to send information from the sender(s) to the receiver(s) to arise learners' curiosity and encourage them to learn. In this study, instructional media are interpreted as tools used in the educational setting to deliver the materials and information to reach an effective teaching-learning process.

Young Learner

There are several definitions to young learners one of them is according to Slattery and Willis (2003) as cited in Hudaya and Sadikin (2019) young learners are those between 7-12 years old. Besides, there are two groups of young learners, one is from 5-7 years old and another from 8-11 years old (Ytreberg, 2001) as cited in Hudaya and Sadikin (2019).

Furthermore, according to Musthafa (2010) as cited in Cahyati, Parmawati, & Atmawidjaja (2019) elaborates the requirements for effective teaching English to young learners. They are as follows:

- a. English should be used all the time to ensure that children have relatively much exposure to English.
- b. The print-rich environment in English should be created and around the classroom.
- c. Teachers of EYL should use activity-based teaching-learning techniques such as TPR, games, & projects.
- d. The teachers should use various techniques for short periods to maintain the interest level of the children in engaging the English lessons.
- e. The teachers should focus on English for vocabulary development & immediate fulfillment of the communicative needs of the learners.
- f. The teachers should reiterate often to ensure the acquisition of English expressions/vocabulary items.
- g. The teacher should provide useful, acquisition-promoting routines.
- h. The teachers should have a good command of English and have the ability to act as a role model for the learners they teach.

This study refers to one of several requirements above that is the teachers should focus on English for vocabulary development & immediate fulfillment of the communicative needs of the learners. Which means vocabulary is the most important part of learning English, especially

for young learners. Because teaching vocabulary early ages will make it easier for students to remember every new vocabulary they got. Therefore, using instructional media in the form of pictures can make students more understanding and remember the pictures. And also, teaching vocabulary using pictures to enable students more active and communicative during the learning process.

METHOD

This study used a descriptive qualitative design to describe the process of how a teacher prepares the instructional media. Bogdan and Biklen (1984) as cited in Lelawati, Dhiya, and Mailani (2018) said that qualitative research has the natural setting as the direct source of data and the researcher is the key instrument. According to Moleong (2002) in (Syahrizal et al., 2019) as cited in Solihat and Syahrizal (2020) qualitative research is aimed at understanding the phenomena of what is experienced by the subject of research such behavior, perception, motivation, holistic actions qualitatively using words and language in natural special contexts by using various scientific methods.

This study was conducted in an elementary school in Cimahi, West Java. The researcher chose that school as the setting of study due to this school still implemented an English subject at their school. Besides, the location is quite strategic that was not too far from the university. The participant was an English teacher from that school. There were no special criteria for the teacher involved in this study, except the teacher using instructional media in the teaching-learning process.

To collect the data, this study using observation and interviews. The teacher as an observee and the researcher as an observer. This observation was purposed to identify what instructional media utilized by the teacher and how the students' respond toward instructional media that used. This observation was conducted only once. According to Clough and Nutbrown in Lowe (2007: 59) as cited in Lelawati, Dhiya, and Mailani (2018) as a way of 'seeing' familiar and routine events in a new way. Meanwhile, the interview was conducted formally. The formal interview was conducted to find out how the teacher prepares the instructional media, how long does it take the teacher to prepare the instructional media, and others surrounding preparation instructional media.

RESULTS AND DISCUSSION

Results

Based on the result of the interview and observation with the English teacher in SDN Baros Mandiri 3. The teacher has been teaching English in that school for almost three years, and the instructional media that mostly used by the teacher in the learning process is pictures or flashcards. The pictures found by the teacher are sourced from the internet, and the size of the pictures is 10cm x 10cm. In preparing the instructional media the teacher did two kinds of preparation. Those preparation were: first, selecting the suitable instructional media related to the material that will be taught. Second, mastering the material for delivering to students. Preparing and selecting instructional media considered to be one of the methods to create more practical ways of teaching.

Discussion

Teacher's preparation in utilizing the instructional media.

Before teaching, the teacher did two kinds of preparation in utilizing the instructional media in the classroom activity. Those preparation were: mastering the materials to be taught and preparing the proper instructional media related to the material will be taught and making the lesson plan. This preparation is carried out for the teaching process is conveyed effectively and suitable for the lesson plan. This preparation enables the teacher to optimize the instructional media in the classroom. That preparation was done by the teacher in two days before teaching.

The teacher needs to consider the appropriate media for the lesson plan, the material, and students' characteristics. The teacher said she always used flashcards in the learning process, this is because flashcards can attract student's interest and make the students understand better in memorize the vocabulary. Besides flashcards, the teacher occasionally using coursebooks for the student practice. By using flashcard students could saw and get visualized of the pictures that related to the topic and enable them to memorize the words. Furthermore, The material that the teacher would be teaching was about animals. Furthermore, before teaching the teacher to provide the media by printed out several animal pictures of wild and tame animals. The pictures are taken from the internet.

In preparing the instructional media the teacher did not find any difficulties yet. The teacher stated that using a flashcard is easy and simple, and it's a good way for teaching young learners because it is simple and can be used several times for other classes. According to Mutohhar (2009) as cited in Sukmahidayanti (2015) states "a good media is media which is suitable for the topic, material, the students, and practical to use". It means, the good media is not should be expensive it only needs to appropriate and suitable for the material, classroom situation, students' characteristics, and reusable. The teacher stated that in learning English to young learners the important aspect that needs to be taught was vocabulary, thus the teacher wants to improve students' vocabulary skills using flashcards. This statement in line with Murcia (2001) in Parmawati as cited in Sadiyah, Septiani, & Kareviati (2019) vocabulary learning is central to language acquisition, whether the language is first, second or foreign.

The utilization of the instructional media in the classroom

To find out the teacher utilize the instructional media, the writers did observation in the classroom. Based on observation was done by the writer, first of all, the teacher explained the material of wild and tame animals to the students before using the instructional media, flashcard. After the teacher has finished delivering the materials, the teacher shows one by one of the pictures to students while mentioning the name and kind of the animal that shows by the teacher. After that, the teacher gave questions to the students related to the material that has given, the students who can answer the questions came forward and stick on the pictures on the board. The teacher would ask for the name and kinds of animals in English. And be repeated like that until the pictures or flashcard runs out. When the teacher using the instructional media to support the learning process, the students seemed excited and interested in learning using flashcards. The majority of the students focused on the media and active during the learning process. Almost all the students could answer the name of animals on the flashcard correctly. Flashcard used by the teacher in the classroom for given students the visualization of the animals that related to the topic and for their understanding of the material. The core activity of this material as described in the lesson plan is to classified the wild and tame animals by observing the flashcards given by teachers on the whiteboard. Every student got a chance to classified the tame and wild animals on the board.

Below is the observation sheet adapted from Aini (2013) during the learning process in the classroom by the writers.

Description	Yes	No	Comments
Appropriateness of instructional media with student's characteristics	V		The children like to see the visual of the animals
Appropriateness of instructional media with the instructional goal	V		Suitable with lesson plan
Appropriateness of instructional media with the material	V		Suitable to classified the tame and wild animals
Appropriateness of instructional media with the activities	V		The students were active and focus during learning
Appropriateness of instructional media with the learning condition		V	The flashcards are not big enough to be seen by all the students
Practicality of instructional media	V		Flashcard is simple and do not a lot of preparation

According to the observation and lesson plan, the teacher had implemented the instructional media effectively. Most of the components in the lesson plan were clearly stated and almost similar to what she did in the classroom. Unfortunately, due to the number of students in the classroom which consist of 30 students, the flashcard could not be seen clearly for all the students who sit in the corner nor the back of the classroom.

CONCLUSION

Based on the discussion above, it can be concluded that the result of the interview with the English teacher showed that in preparing the instructional media the teacher did two kinds of preparation, those were: 1) Selecting the instructional media. The teacher needs to choose the suitable instructional media with the material and the teacher should be considering the instructional media that would be interesting but enable the students in learning. 2) Mastering the material for delivering to students, this step is important to achieve the success of learning in the teaching process.

Meanwhile, based on the data from observation, the teacher used flashcards as the instructional media in the teaching-learning process. Flashcards mostly used due to the use of this instructional media doesn't need a lot of preparation. Flashcards are also useful to help the teacher in the learning process because the students can visualize the words through seen at the flashcards. The utilization of flashcards is easy to be taught. During the learning process, the teacher preparing several flashcards about animals (wild and tame animals) to show one by one of the pictures to all of the students. The students need to guess the name of the pictures and the students who could guess the answer correctly come in front of the class and write down the animals named in English.

ACKNOWLEDGMENTS

Praise Allah Almighty, for the presence of plenty of mercy and his grace. So that the writer can complete this article. Appreciation and thanks gave to my lecturer for her guidance in helping me to complete this article. And I would like to thanks to my family and my friends who has supported me and helping me during the research process.

REFERENCES

- Astuti, D. A., Fauziati, E., Marmanto, S. (2019). Celebrating students' diversities through understanding students' characteristics. *International Online Journal of Education and Teaching (IOJET)*, 6(4). 723-731
- Cahyati, S. S., Parmawati, A., & Atmawidjaja, N. S. (2019). Optimizing English teaching and learning process to young learners (a Case Study in Cimahi). *Journal Of Educational Experts (JEE)*, 2(2), 107-114.
- Damayanti, E., & Santoso, I. (2019). *Students ' Perception Towards the Application of Social Media Instagram As an*. 2(4), 421–428.
- Hudaya, A., Sadikin, I. S. (2019). The effect of aurasma augmented reality (AR) to enhance young learners' vocabulary mastery. *Professional Journal of English Education (PROJECT)*. Volume 2, No. 6, November 2019.
- Kristiana, V., Ningsih, A. M. (2020). English for tourism lectures become more creative with modified concepts of CTL. *Professional Journal of English Education (PROJECT)*. Volume 3, No. 2, March 2020.
- Laksono, E. I., Damayanti, E., Santoso, I. (2019). Students' perception towards the application of social media instagram as an instructional media. *Professional Journal of English Education (PROJECT)*. Volume 2, No. 4, July 2019.
- Lelawati, S., Dhiya, S., & Mailani, P. N. (2018). The Teaching Of English Vocabulary To Young Learners. *PROJECT (Professional Journal of English Education)*, 1(2), 95–100.
- Nurinsani, B., Manilah, R. N., Anggraeni, A. (2018). The analysis of ed sheeran songs to improve students' listening skill. *Professional Journal of English Education (PROJECT)*. Volume 1, No. 2, March 2018.
- Sadikin, A. H. & I. S. (2019). the Effect of Aurasma Augmented Reality (Ar) To Enhance Young Learners ' Vocabulary. *PROJECT (Professional Journal of English Education)*, 2(6), 783–790.
- Sadiyah, W. H., Septiani, W., & Kareviati, E. (2019). Improving English Vocabulary Mastery By Using Crossword Puzzle. *PROJECT (Professional Journal of English Education)*, 2(2), 110. <https://doi.org/10.22460/project.v2i2.p110->
- Solihat, A., & Syahrizal, T. (2020). the Implementation of Jigsaw Method in. *PROJECT (Professional Journal of English Education)*, 3(2), 252–258.
- Sukmahidayanti, T. (2015). *The Utilization of Instructional Media in Teaching English to Young Learners (A Case Study of an Elementary School Teacher in Bandung)*. 3(2), 90–100.