

Principles of Developing “V-I-S-U-A-L-S” Media in Teaching English to Young Learners at SD GMIT Oepura

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Abstract. This research aims to help EYL teachers utilize the media to achieve learning goals. The learning process becomes fun, students are pro-active in learning, the material is easy to understand and there is interaction between teachers and students. The research was conducted in the SD GMIT Oepura, where the researcher taught the elementary students using EYL media which EYL students have made. This focuses on how the elementary students respond to the media itself whether the media interacted with them or not. The research data was collected through observation. Analysis was carried out through analytical descriptive methods and qualitative content analysis. Research on this topic is about V-I-S-U-A-L-S which stands for visible, interesting, simple, useful, accurate, legitimate, and structured, was obtained from (1.) Media create a memorable learning experience, understand complex and abstract concepts through colorful images, grab attention, and encourage active participation. (2.) Psychologically, the v-i-s-u-a-l-s media development provides meaningful experiences, and builds the young learners' creativity by overcoming limitations of time, space, and energy that make the learning more interactive, improving the quality of their learning outcomes. (3.) V-i-s-u-a-l-s media helps students understand difficult material, making the learning process more interesting and varied, and making students more active in class. (4.) V-i-s-u-a-l-s media builds students' creativity to develop their interaction easily between teachers and students so that learning activities are more effective and efficient. (5.) V-i-s-u-a-l-s media stimulated young learners to learn more actively. (6.) V-i-s-u-a-l-s media helps the teaching and learning process with various benefits, such as reducing obstacles in the learning process, assisting teachers in providing explanations of learning material, helping students absorb lesson material more deeply, helping students think concretely, and helping students build creativity.

Keywords: Principles of developing V-I-S-U-A-L-S media; teaching English for young learners.

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Introduction

The learning process in the classroom is a process that occurs where there are teacher-student interaction activities and reciprocal communication that takes place in educative situations to achieve learning goals (Rustaman, 2011:461). Teachers and students are two components that cannot be separated. In the learning process, the teacher plays an important role, namely educating, teaching, guiding, directing, training, assessing, and evaluating learning. This process is certainly expected so that the teacher can provide a different room atmosphere and method, increase interaction by provoking student ideas, apply the benefit of technology, have a humorous nature, and most importantly give equal attention to all students.

Teaching with media helps us share messages and get students' attention. Focusing on what students think and feel during learning activities helps them reach their learning goals. Learning media helps students understand their lessons better. After making a choice when choosing what type of media to use, we need to help students understand it. So they can be part of a good learning experience. In other words, In essence, news and various forms of media constitute integral components of educational resources that provide essential information for instruction. These materials foster a learning environment that encourages student engagement and a desire for knowledge acquisition. Moreover, media serves as an effective means for disseminating information.

According to Mukminan in Nurseto (2011), visual media utilized in educational contexts should possess the following characteristics: VISIBLE, INTERESTING, SIMPLE, USEFUL, ACCURATE, LEGITIMATE, and STRUCTURED. This framework is commonly referred to as VISUALS. It underscores the significance of developing visual learning materials that are not only comprehensible and engaging but also relevant to the specific needs of learners. The way the teacher teaches and learns includes everything that can help encourage thinking and feelings. Focus and skills of students to help them learn better. It also helps the teacher teach better by improving their understanding of media. Showing materials to help students learn better, especially to meet their needs and goals in a teaching and learning setting. Under these conditions, the goal of teaching using the EYL media is the right choice to be able to develop and increase the understanding that exists in students. This improvement can be done by actively providing ideas, suggestions, or feedback from colleagues, being open, maintaining communication in expressing opinions, and having an open mind.

The decision to select SD GMIT as a focal point for this research is based on prior observations conducted by the writer's peer teacher, who completed their teaching practice at this institution. These observations indicated that the peer teacher encountered difficulties in delivering lessons effectively without the assistance of relevant media. Furthermore, it was noted that the educators at this school do not utilize any teaching aids, primarily concentrating on textbooks and instructional materials alone. This school merits observation to gain insights into the implications of their instructional approaches and to identify potential areas for enhancement in teaching strategies.

Especially for research subjects enabling the EYL media to bring positive vibes to students to easy to be understood, and interested, in developing their teaching skills before going to real classes. This gives prospective teachers the possibility to acquire a variety of basic teaching skills and understand when and

how those skills are the skills of opening and closing learning, making variations of learning, explaining, asking questions, giving reinforcement, managing classes, teaching small groups and individuals and the most basic of the objectives of this research is the skills of guiding discussion groups which can be applied in collaborative learning.

This research on collaborative learning among students is intended to contribute to the advancement of this methodology for future educators. The objective is to enhance the quality of learning in educational settings and to achieve favorable outcomes.

Method

The data collection for this study utilized the observation method, specifically through direct observation of classroom learning activities conducted by English as a Young Language (EYL) students. The researchers observed the teaching and learning processes while also recording specific critical elements of the sessions for further analysis. This data collection employed purposive sampling. Observations were conducted in a detailed manner, with the researcher concluding the data collection once a sufficient amount of information had been gathered.

The analysis of the observational data was performed using a descriptive analytic approach, aimed at elucidating the teaching processes occurring within the classroom setting led by EYL students. Additionally, the observational data analysis employed a qualitative content analysis methodology, commonly referred to as thematic analysis. This approach facilitates the detailed examination of the principles related to visual media within the learning processes, particularly as they pertain to the instruction of selected topics by EYL students in the classroom environment.

The methodology engaged the principles of developing “v-i-s-u-a-l-s” media in teaching English at SD GMIT Oepura. This research used a qualitative research method with a descriptive approach. This research is focused on elementary students in 4th grade. The researcher concentrates on developing the principles of EYL media “V-I-S-U-A-L-S in the teaching and learning process in the classroom. The selected research subjects are at the middle level in learning English. Therefore, they are research samples.

Collecting data in this study used the observation method, namely direct observation in the classroom learning activities, where EYL students teach in front of the class, and the researchers observe the teaching and learning process. In addition to the observation process, be filmed by the researcher filmed certain important matters related to it. This data collection will use a sample (Purposive sampling).

Findings

After conducting the research, the researcher found answers to the question raised in the research problem section. This research investigates the use of V-I-S-U-A-L-S media in the formulation of effective English learning materials, with the objective of achieving substantial educational outcomes. The primary focus of the study is to understand how English for Young Learners (EYL) students apply the principles of V-I-S-U-A-L-S media in their language instruction.

The outcomes of this research are intended to provide support to EYL educators in the effective application of these media principles to achieve their teaching goals. The integration of these strategies is anticipated to enhance the learning experience by making it more engaging, fostering active participation from students, facilitating comprehension of the material, and promoting interaction between educators and learners.

The existing findings have been analyzed based on theoretical grounds. The presentation is as follows: The researchers taught the students using the Visuals Media. They used some media in teaching the EYL. The following media are:

1. The pop-up book designed by the EYL Students uses fold techniques to create precise movements. The angle of the media “pop-up piece” and the page it’s placed on determine how much it moves. The mechanics of the paper are quite complex, where the images are allowed to move, change shape, or be paper. In the teaching and learning process, the researchers found that the young learners; (1) The Young learners create a memorable learning experience. (2) The Young learners understand complex and abstract. Numbering concepts through the colorful images. (3) The Young learners grab the attention and encourage active participation. (4) The young learners have new skills or reinforce existing knowledge in a fun way, A playful experience more enjoyable.
2. The EYL students designed the animal word match game to help the young learners to learn animal names, sounds, and other related words by matching pictures to words. The researchers taught the class using the media and the: (1) Young learners matched pictures of animals to their corresponding words. (2) The young learners worked in pairs or against each other to see who could match the most words correctly. (3) They used mouse skills to drag and drop the words to match the pictures. (4) The young learners develop vocabulary, animal sounds, and fine motor skills. (5) The young learners reinforce spellings and develop teamwork or individual skills.
3. The EYL student designs a body parts word match game to help young learners learn and practice the names of body parts by matching words to pictures.

The teaching and learning process happens and the researchers found that the; (1). Young learners matched word cards to picture cards that depict the same body part. This improves their memory, problem-solving, and critical-thinking skills. (Cognitive skills); (2) Young learners took turns turning over a word card and a picture card. It helps them improve their hand-eye coordination, dexterity, balance, and physical control. (fine and gross motor skills); (3). The Young learners keep the cards and take another turn if the word and picture match. Here they learn, and memorize basic body vocabulary (Vocabulary) as well as they learn how to categorize and discriminate (Organization); (4) The Young learners with the most matching cards at the end of the game win; (5) Body parts word match games can help young learners learn the names of body parts, improve their memory and cognitive skills, and develop fine and gross motor skills.

Discussion

The writer has identified the following data based on the research findings:

The Media is **Visible (Easy to see)**. Researchers taught using pop-up media on the topic of Things in the Classroom. The media design is easy for students to see and looks interesting, so students are enthusiastic about the learning process. The media produced by students for the EYL project showcases a vibrant and interactive design, effectively utilizing images and animations to enhance the overall experience. The proposal's visible media designs attract students' attention because of their attractive colors and shapes, thereby building their curiosity so that there is good interaction between teachers and students. The media design has concluded that Young learners create a memorable learning experience, understand complex and abstract concepts through colorful images, grab the attention, also encourage active participation.

The media is **Interesting (Interesting)**. Interesting learning media increase students' motivation and interest in learning. The young learners were enthusiastic when they looked at the media. It looks interesting with good colors, shapes, the content that is curious to them. Interesting learning media also make young learners easier to understand the material given by the researcher, and they are more active and enthusiastic in learning, also it helps their psychological development by providing meaningful experiences, and building their creativity by overcoming limitations of time, space, and energy that make the learning more interactive improving the quality of young learners learning outcomes.

The media is **Simple (Simple)**. Designing simple learning media, the EYL Students Create simple media, clear and easy to understand. When using media in teaching young learners, the EYL students design media according to the subject matter to be taught with simple and easily available materials. The media is used to stimulate young learners' imagination and positive impressions because it provides new experiences for students. They have new skills or reinforce existing knowledge in a fun way. Perfecting students' senses in learning, stimulating children's five senses in learning (sight, hearing, smell, taste, and touch), especially this issue focuses on the senses of sight, hearing, and touch. Helping students understand difficult material, making the learning process more interesting and varied, and making students more active in class.

The media is **Useful (The content is useful/beneficial)**. The EYL students designed the media based on the level of young learners. The content is beneficial for learning. The process of teaching and learning in class is presented more clearly and in detail, making the young learners understand the material. Not only that, their senses perceive messages in a real way so that the material conveyed is easier to understand, draw attention. The Animal word matches attract students' attention with the colors, shapes, and pictures presented. They are enthusiastic and motivated in matching words with pictures or even pictures with words. This builds students' creativity to develop their interaction easily between teachers and students so that learning activities are more effective and efficient. Also, overcoming limitations when material cannot be imagined or it is difficult to find real examples.

The media is **Accurate (true can be accounted for)**. The design of the media by EYL students is good and correct. It is important because it helps students understand the material easily. The Pop-up book design was good and helped teachers explain learning material. It is also increasing student interest and motivation to learn. The accurate media helps teachers complete the learning process in class. The media stimulated young learners to learn more actively. They

are very enthusiastic about the learning process, working together in teams or even individually. They are being innovatively, creatively, helping communication for both the communicator and recipient and helping reduce obstacles in the learning process, and helping achieve maximum learning outcomes.

The media is ***Legitimate (Reasonable/legitimate)***. Selecting the right learning media for EYL students in designing the right one, should be reasonable. Create learning media that must be appropriate to the level of students. The level of difficulty must also be considered. This is one way to help young learners to be more flexible in participating in learning. It also helps the teaching and learning process with various benefits, such as reducing obstacles in the learning process, assisting teachers in providing explanations of learning material, helping students absorb lesson material more deeply, helping students think concretely, helping students build creativity, and helping students increase interest in learning allows the learning process to be carried out anywhere and at any time.

The media is ***structured (Structured/well-arranged)***. The learning media designed by EYL Students really pays attention to the learning needs of young learners. The design is focused and structured to make it easier for students to receive the material being taught easily. The media's "Pop-up book, animal word matches, and body parts word matches are structured. What is meant by structure is based on topics whose content is divided into the correct categories. The topic taught at that time was Things in the classroom where students were able to recognize what items in their class matched the objects in the media. Likewise, with the topic "Part of Body," they can name parts of the body from head to toe. Researchers choose these learning media because they are suitable for the target, relevant to the material being taught, practical and flexible, and can be used by teachers.

Conclusion

Based on the results of the analysis of the principles of developing v-i-s-u-a-l-s media in teaching English to young learners at SD Gmit Oepura, the following conclusions were obtained; (1.) V-i-s-u-a-l-s media create a memorable learning experience, understand complex and abstract concepts through colorful images, grab the attention also encourage active participation. (2.) Psychologically v-i-s-u-a-l-s media development providing meaningful experiences, and builds the young learners' creativity by overcoming limitations of time, space, and energy that make the learning more interactive improving the quality of their learning outcomes. (3.) V-i-s-u-a-l-s media helps students understand difficult material, making the learning process more interesting and varied, and making students more active in class. (4.) V-i-s-u-a-l-s media builds students' creativity to develop their interaction easily between teachers and students so that learning activities are more effective and efficient. (5.) V-i-s-u-a-l-s media stimulated young learners to learn more actively. (6.) v-i-s-u-a-l-s media helps the teaching and learning process with various benefits, such as reducing obstacles in the learning process, assisting teachers in providing explanations of learning material, helping students absorb lesson material more deeply, helping students think concretely, helping students build creativity.

Suggestions or recommendations for further researchers who want to conduct similar topic of research are that this work could be one of the references to enrich

the writing. Furthermore, the researcher also suggested to teachers, in this case, the young learners' teachers, to create handmade media to ease the teaching and learning process and be more effective, and efficient, especially to create a joyful learning atmosphere.

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