Designing Technology-Based Learning Media In For English Speaking Skills Of Elementary School Students

Sigit Vebrianto Susilo, Yunus Abidin, Reza Rachmadtullah, Rasmitadila, Yulia Elfrida Yanty Siregar

Abstract: In the era of industrial revolution 4.0 and in line with the challenges of the Asean Economic Community, this illustrates that English language skills are an important requirement to be able to compete internationally. So from that this study aims to produce a learning media product that can be used to improve English language skills for elementary school students. The method used in research uses research and development design where the stages of this research only go to the stage of needs analysis, media development.

Index Terms: Interactive learning media, Speaking Skills, Elementary Education.

1. INTRODUCTION

As one of the participants, Indonesia has challenges and preparation to face the ASEAN Economic Community (EAC), especially in how to communicate with other workers from various countries in Asia [1]. As a common challenge in the era of globalization through free trade, the Indonesian government cannot underestimate efforts to improve the quality of English for students. Starting from free trade, the need for English language skills became a necessity so that later the nation's next generation could compete actively in the international world [2]. English for elementary school students can be very helpful in communicating and as a means of finding various sources of reference and information to improve the quality of life in the future [3]. Learning English for students aims to develop students’ ability to communicate, both verbally and in writing. Students are directed to communicate skill fully and teachers must be actively involved in learning and ensure and direct students more interactively through learning activities [4]. Therefore, the approach to learning English for elementary school students is based on a functional and communicative language paradigm [5]. That is, the learning held must emphasize students to learn to speak in terms of language functions as a tool for communication. Students do not learn languages, but learn to use language for the purpose of communicating. Some of the results of research related to the use of interactive learning media have been carried out. One of them is a study from M. González-Howard and K. L. McNeil [6] which states that interactive media design can be more interesting if the content is related to culture and the use of technology such as using motion video, audio, visuals and games in content able to focus students’ attention on the learning process. Thus, the content of interactive learning media used must be designed and developed must be based on student characteristics [7]. The use of interactive learning media also provides an effective learning experience for undergraduate and post-graduate students and increases understanding of the dynamics of e-learning [8]. Furthermore, Jaitip Na-songkhla [9] revealed that the interactive media is able to bridge the learning task into social awareness in the learning environment. Based on several studies above, the research carried out by researchers is to develop and use interactive learning media designed based on the need for improvement in English language skills of elementary school students. The design and content of interactive learning media developed is to pay attention to the characteristics of elementary school students so that the elements of color, material, and images used are selected as attractive as possible and able to attract the focus of students.

INSTRUCTIONAL MEDIA

The word media comes from Latin medio or medius. In Latin, the media is interpreted as between. Whereas in Arabic, the media is an intermediary or delivery message from the sender to the recipient of the message [10]. Media is the plural form of the medium, which literally means an intermediary or introduction. In particular, the word can be interpreted as a communication tool used to carry information from one source to the recipient. Associated with learning, media is interpreted as a communication tool used in the learning process to bring information in the form of teaching material from instructors to students so that students become more interested in participating in learning activities [11]. One thing to remember is that the role of the media will not be seen if its use is not in line with the content and objectives of learning that have been formulated. No matter how sophisticated the media is, it cannot be said to support learning if its existence deviates from the content and purpose of its learning. Media is everything that can be used to channel messages from the sender to the recipient so that it can stimulate the thoughts, feelings, attention, and interests and attention of students in such a way that the learning process occurs [10]. Learning media is used as a tool to facilitate and assist the task of teachers in conveying various materials and subject matter, as well as streamlining and streamlining students in understanding the material and material of the lesson. With the media of learning, students can learn easily and feel happy in taking lessons. Usually, students can easily capture subject matter if the learning is fun [12]. Generally the learning media is packaged in an interesting way. While the presentation is delivered in an interesting and adapted to the characteristics of students. So that students will easily digest the lesson. Thus, the learning objectives will be achieved effectively and efficiently [13]. Learning media is an important factor in improving the quality of learning. When viewed from its understanding, learning media is a tool that serves to convey...
learning messages. While learning is a process of communication between learners, instructors and teaching materials. Communication will not work without the help of message delivery media or media, so I conclude that learning media is important in the learning process [14]. Learning media are very many kinds, of course not used at once. For this reason, it needs to be carefully chosen, which media is more appropriate for achieving the intended learning goals. The most important criteria in the selection of media that the media must be adapted to the learning objectives or competencies to be achieved [15]. For this reason, the use of instructional media must pay attention to the principles in the selection of learning media so that they are more directed and achieved by the purpose of the learning media [11], [16]–[18]. Choosing good media for learning is not an easy job to do. For the needs of a Teaching and Learning Process, the problem of media selection needs to be mastered by the teacher [19]. The selection of good learning media can avoid any failure to achieve learning goals using media. If a media is used to facilitate a learning process, the media must be chosen and used because this media has the potential to facilitate learning. Using learning media in the learning process can lead to new desires and interests, provide stimulation and motivation and even bring psychological influence to students. The benefits of media in the teaching and learning process are to facilitate and facilitate interaction between teachers and students so that the teaching and learning process will be more effective and efficient. According to Kemp and Dayton [20], [21] the benefits of learning media, namely the delivery of subject matter can be uniformed, the learning process becomes more clear and interesting, the learning process becomes more interactive. Efficiency in time and energy. Improve the quality of student learning outcomes. Media allows the learning process to be carried out anywhere and anytime. The media can foster a positive attitude towards the material and the learning process. Change the teacher’s role in a more positive and productive direction.

**METHOD**

The research developed a technology-based learning media to improve the English language skills of elementary school students in Majalengka district, Indonesia. The procedure of this study is to conduct a needs analysis, Media Development. At the needs analysis stage we analyze what media are needed in improving English Language learning skills in elementary schools. In the development stage we first started the flowchart, after we developed the flowchart we developed it to make it use the adobe flash Player application. The following is the media flowchart that we have developed:

![Flowchart of technology-based learning media to improve English skills](image)

**RESULTS**

**Needs Analysis**

Based on observations, the researchers obtained several points from this pre-observation activity. This information includes the conditions of physical and non-physical spaces in the teaching and learning process. Based on the checklist instrument, it was found that students did not have support in learning English. Teachers generally teach General English (GE), not English for Specific Purposes (ESP); then there are more than 30 students in one class, this can lead to less effective teaching and learning English which must master four skills (speaking, listening, reading, and writing). The teacher does not use appropriate or appropriate learning media in teaching and learning English for students. Some teachers use their own material by downloading teaching materials from the internet or from existing reference books. Considering the conditions described, the researcher can conclude that the teacher has some difficulties in finding the right learning media for students. The teaching and learning process in each course must have a learning plan. It is necessary to help teachers in conducting classroom activities so that they are well organized, well received, and used well. On the other hand, the teacher does not have a good learning plan; generally the learning plan is given by the institution. Therefore, researchers develop learning media by looking at the syllabus and students' needs for the importance of English in facing the ASEAN Economic Community. Researchers begin by making lesson plans at each of their meetings. Researchers develop additional material through the Instructional Conversation method. Instructional Conversation Method is a form of teaching based on the assumption that the teacher’s role is to help students. On the other hand, through the Instructional Conversation method students are expected to build their own knowledge and understanding. For example, by making connections, building mental schemata, and developing new concepts from previous understandings rather than passively accepting an understanding of what their teacher transmits. In fact, students are still not maximal in learning English. They still assume that they are just waiting...
for an explanation from the lecturers (passive students). The Instructional Conversation Method assumes that students themselves play an important role in building new knowledge and gaining understanding of the world. Thus the teacher plays the role of the facilitator rather than the transmitter. Teachers in this method encourage students to express their own ideas, provide information, and guide them more comprehensively. By applying this method, researchers provide additional material which is divided into several meetings. Each meeting concentrates on one theme and also adds exercises to support learning outcomes. Before researchers get the end of English language teaching materials for students, researchers must follow the steps of the first, second, and third and final edits. The first list was examined by the first expert, the second was examined by the second expert, the third list of researchers analyzed the revision of the best material. Technology-based media development to improve English language skills of elementary school students. This technology-based learning media is designed using the adobe flash player application so that it becomes an application that can be used in learning activities. The application consists of pages that are interconnected using buttons. The main page contains several buttons that function to access the desired page. The buttons on the main page include the Instructions button, Material and conclusions, and Exit. (Figure 1) This material page is a sub menu of the main menu page. On this page there are buttons to connect.

![Figure 2. The opening page of the learning media](image)

The results of the validation of the feasibility of technology-based learning media. Learning media that have been validated by both experts are multimedia experts and English language learning experts. The following are the results of expert assessments:

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feasibility of Content</td>
<td>3.50</td>
</tr>
<tr>
<td>Material Accuracy</td>
<td>3.50</td>
</tr>
<tr>
<td>Display Assessment</td>
<td>3.40</td>
</tr>
<tr>
<td>Language and Readability Assessment</td>
<td>3.70</td>
</tr>
<tr>
<td>Amount</td>
<td>3.52</td>
</tr>
</tbody>
</table>

The results of media expert validation showed that the content feasibility aspects obtained an average value of 3.50 aspects of the accuracy of the material obtained an average of 3.50, the assessment aspects of the average score of 3.40, aspects of language assessment and readability obtained a value of 3.70. So that the final score of the feasibility of 3.52 interactive learning media can be said that the development of interactive learning media in English subjects is feasible from the assessment of learning media experts.

CONCLUSIONS

The product produced is the application of technology-based interactive learning media, the technology used is computer technology and the adobe flash player application. This media is designed because it is based on the analysis of the needs of elementary school students to improve their English language skills. Media-based technology learning in English language learning elementary school students are expected to be able to help the learning process can generate new desires and interests, generate motivation and stimulation of learning activities, and even bring psychological influences to students. The use of instructional media at the learning orientation stage will greatly help the effectiveness of the learning process and the delivery of messages and content of the lesson at that time. In addition to arousing student motivation and interest, learning media can also help students improve understanding, present data in an interesting and reliable way, facilitate interpretation of data and compact information.

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CONTRIBUTIONS AUTHOR

Sigit Vebrianto Susilo, in charge of this paper the task concerned is looking for references and compiling reports. Yunus Abidin improved the language paraphrase and helped provide input in this study. Reza Rachmadullah and Rasmitadila edit the data and help in tidying up the writing of this article.

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