

DEVELOPING A SOUNDING POSTER AS A TEACHING AIDS FOR PLAYGROUP

Nanda Rizky Fitri Anisah
Faculty of Languages and Arts, Yogyakarta State University
13202244025@student.uny.ac.id

ABSTRACT

This study is aimed to describe the target needs and learning needs of playgroup students in terms of English learning and to develop the appropriate teaching aid for playgroup students.

This study is considered as Research and Development (R&D) and used models by Plomp (1997). The research was conducted at PAUD Rhoudhatul Jannah and the respondents were three main teachers of the school. The researcher collected the data by observing the learning process and conducting interviews with the teachers after distributing the needs analysis questionnaires. The instruments for collecting the data were questionnaires and interviews guideline; needs analysis purposes and the evaluation.

The results of the data collection were analysed quantitatively using the descriptive statistics. Based on the needs analysis, the children were expected to develop their positive attitude towards English and be able to know some vocabularies from the topics provided. Learning from the target needs, the researcher found that the students need other media besides book. The students also prefer to learn vocabularies through picture and song. The products of this research were a sounding poster and the manual. Those are developed based on the needs of the students for learning English. The findings show that the teaching aid for teaching English has met good characteristics. It is indicated by the mean score of the expert judgments for the material and media aspects. The total mean score for media aspect is 3.12 which is considered as good while the total mean score of the teacher's book is 3, which is in good category. The result of expert judgment indicates that the developed product is categorized as good or appropriate for playgroup.

Keywords: Teaching Aid, VYLs, audio-visual aid

INTRODUCTION

According to OECD/Asian Development Bank (2015), there are many kindergartens or playgroups in Indonesia which provide English as

one of their extracurriculars or primary subjects depends on the curriculum that they use. Brewster et al. (2002) mention that public schools and private schools over the world have

decided to introduce English at primary level because most of the people believe that young children learn languages better and more easily before they grow older. Raudhotul Jannah Playgroup does not provide English as a compulsory subject but the school gives a simple English learning song in the learning activity to introduce English to the learners. According to The Government Regulation number 137 in 2014 playgroups in Indonesia are responsible in developing the students' moral, religious values, physic, kognitif, language and socio emotional. From those mentioned informations introducing English is considered as an urge of Raudhotul Jannah Playgroup to help children in developing their English Language. However, to get an ideal English teaching and learning processes, Raudhotul Jannah Playgroup was confronted by several problems; the teachers' proviciency in English, and the lack of appropriateness of English teaching media. Thus, it is important to provide very young learners (VYLs) with proper media because listening stimulates VYLs to be familiar with sounds, pronunciations, and vocabularies.

RESEARCH METHOD

Type of the Research

The objective of this research was to develop Sounding Poster as an English teaching aid for VYLs in PAUD Raudhotul Jannah. Based on that, this study is conducted as Research and Development (RnD). The model of this research is adapted from Plomp model (Preliminary

Investigation, Design, Realization / Construction, Test, Evaluation and Revision, and Implementation) by Plomp (1997).

Research Procedure

This study was classified as Research and Development (RnD) and applied Plomp's model. The model consists of Preliminary Investigation, Design, Realization/Construction, Test, Evaluation and Revision, and Implementation (Plomp and Wolde.1992).

Research Instruments

In this research, there were two types of data quantitative and qualitative data. The quantitative data were collected by using questionnaires and the quanlitative data were collected using interview guidelines as the instrument. There are two kinds of questionnaires, the first one is related to need analysis and the second one is about the product evaluation.

Data Collection Techniques

In this research, there are two instruments used namely questionnaire and interview. The questionnaires were used to collect the data from while the interview was used to confirm the collected data. The result of this data collection would base on the teachers' perspective and opinion.

Moreover, there were two kinds of questionnaires used in this research. They were needs analysis questionnaire and evaluation questionnaire. The first questionnaire consists of thirteen questions which were asked to the teachers to find the information related to need analysis.

The format of the questionnaires was multiple choices

questionnaires. The second questionnaires were intended for the expert's and it adapted the Likert scale. The responses consist of four scales such as SA (Strongly Agree), A (Agree), D (Disagree), and SD (Strongly Disagree). The results of the questionnaires were used to revise the product.

Data Analysis Techniques

The data from the need analysis were analyzed using frequency and percentage. The highest percentage was considered representing the students' condition. The number of the data was presented in the form of the percentage. The second questionnaire will be analyzed through descriptive statistics.

According to Brown (2001), descriptive statistics refers to a set of procedures that are used to describe or characterize the answers of a group of respondents to numerically coded questions. The data were collected from students and experts judgment by counting the mean of each variable.

The data assessment used the Likert scale. Here is the table of scoring in this research study that is adapted from Arikunto (2006:241). There are four points ranges that indicate the strength of agreement.

Table 1: **Quantitative Data Conversion**

4	SA (Strongly Agree)
3	A (Agree)
2	D (Disagree)
1	SD (Strongly Disagree)

The data were analyzed by measuring the central tendency (means). The formula that was used by the researcher was the one which proposed by Suharto (2006: 52-53). The suggestions from the experts were used to revise the first draft. Then, it was converted into a descriptive analysis. Here is the data conversion table by Suharto (2006) which used the mean of the data (x)

Table 2: **Quantitative Data Conversion Interval**

Scale	Descriptive Category	Interval
1	Poor	$1 < X < 1.74$
2	Fair	$1.75 < X < 2.24$
3	Good	$2.25 < X < 3.24$
4	Very good	$3.25 < X < 4$

Validity and Reliability of the Data

According to Burns (2010) to assess the validity of the data, the researcher employed five criteria namely democratic validity, outcome validity, process validity, and dialogic validity. The ways to fulfill those validities will be explained as follows:

1. Democratic validity

Democratic validity related to stakeholders' chance to give their personal opinions, ideas, and comments about the implication of the action research. The democratic validity was fulfilled by having discussion with members of the research, namely the main teachers, and the supervisor. They were given

opportunity to give their ideas, comments, and suggestions toward the research. The discussion result then will be a consideration in evaluating the product.

2. Outcome validity

Outcome validity of action research lead to outcomes achieved within the research context. Outcome validity also depends on the process of conducting the research. To fulfill this validity, some indicators that show the appropriateness of the media were formulated.

3. Process validity

This validity was fulfilled by reflecting on the data collection and modifying the strategies to answer the questions occurred during process.

4. Dialogic validity

Dialogic validity means that each stakeholder can participate in the process of the research. This validity was fulfilled by discussing the research findings with the media developer and some students of English Education Department of UNY. The members of discussion are invited to give their opinions and critics related to the research report.

Meanwhile, to assess the reliability of the data, the researcher involved more than one source in gathering the data. The researcher involved the research team, the English teacher, the observer, and the students of grade VIII.

To get the trustworthiness, Burns (2010:97) suggests the methods triangulation as follows:

- a. Time triangulation: data are collected at different points in time (doing interviewed teachers at the

beginning, middle, and end of the course)

- b. Theory triangulation: data are analyzed from more than one theoretical perspective (consulting documents related to learner autonomy but also developed theoretical ideas from hers own and others' observations and reflections).

Triangulation provides more balanced pictures. It can also help to explain things that seem to contradict or not support each other. It gives rounded perspectives from all the people involved (students, other teachers, school administrators, rather than relying on a limited set of informers (Altrichter et al. (1993) in Burns (2010).

DISCUSSION

The findings are presented in two parts; (1) those in the early stage of the study, and (2) those on the evaluation stage of the developed media.

Needs Analysis

a. Respondents' Description

In the early stage of this study, the information related to the respondents of this study was collected by preliminary observation. They were three main teachers of PAUD Roudhatul Jannah in Sewon, Bantul.

b. The Needs Analysis Survey

Before conducting the needs analysis, the instruments were developed. There were two instruments, questionnaires and aninterview guideline, used in this research. The questionnaires consisted of twenty questions and were

developed based on the blueprint that has been made. The blueprint can be seen in Table 3.

Table 3: Organization of the Needs Analysis Questionnaire

No	Purpose of the question	Question Numbers	Number of Items
1.	to find the information about students' interest	1	1
2.	to find the information about students' characteristics	2, 3, 4	3
3.	to find the information about students' learning interest	5 & 6	2
4.	to find the information about students' learning needs	7, 8, 9	3
5.	to find the information about students' learning techniques and activities	11, 12, 13, 10	4
Total of Items			13

The questions were aimed at finding out the target need and the learning needs. There were thirteen questions that had been asked to the three main teachers. The questionnaire was distributed on November 12th, 2017. Those were aimed to find out about the profile of the students, information about the students' attitude toward English lesson, students' motivation in learning English, English activities in the classroom, teacher's teaching technique, and activities that the students are interested in.

The interview guideline was also made as the framework which was used to interview the informants. It can be seen in Table 4.

Table 4: The Interview Guideline for English Teacher

No.	The Purpose of the Question	Question Number
1.	to get information about the students' characteristics	1
2.	to get information about the schools' teaching media	2 & 3
3.	to get information about the teachers' teaching technique	4,6&8
4.	to get information about the students' activities in the classroom	7
5.	to get information about the students' attitude toward the English lesson	5,9&10
Total of items		10

The interview guideline was needed to frame the questions that will be delivered by the researcher to the informants so the questions will not go out of the track and still meets the interview's objective. The needs analysis in the form of an interview was conducted in order to get the data about the teachers' confirmation about the result of the questionnaire. The interview process was done after the class observation and the distribution of the questionnaire. The teacher was asked about some questions related to the children's characteristics, the students' attitude toward English, students' activities, and the technique used by the teacher while teaching. The interview was conducted on November 21st, 2017 at PAUD Raudhotul Jannah.

The Results of the Needs Analysis

a) The Description of the Learners

The data of the students can be seen in Table 5.

Table 5: Data of Students of Raudhotul Jannah

Students	Sex		Age
	Male	Female	
34	25	9	4-5

Developing the Course Grid

The formulation of the course grid involved the unit title, the competences, the learning materials, the construction of the content materials, the determination of the teaching and learning activities, the time allocation and the selection of media. The components of the course grid can be seen in Table 6

Table 6: **Table of Course Grid**

Unit title	Competences	Learning Materials				Activities		Time	M
		Picture	Song	Vocabularies	Expression	Teacher	Children		

3. Developing the Media

The Microcontroller-based multimedia as a teaching aid for playgroup was developed according to the data obtained from the needs analysis and the school syllabus. The course grid that had been designed was used as a guideline to develop teacher's book. After that, the storyboard of the media was designed.

The Result of Expert Judgment

The first draft of the sounding poster and the teacher's book was then evaluated through the expert judgment. Expert judgment aimed to evaluate the appropriateness of the product used to teach English for playgroup. The expert gave the judgment by filling out the questionnaire provided using Likert-scale.

The expert gave comments and suggestions related to the content and media aspect of the media, both sounding poster, and teacher's book, in the space, provided. This evaluation was conducted on April, 12th 2018. In the process, the inputs and suggestions were collected using the expert

judgment rating scale. The questionnaire was divided into two: sounding poster (goal, material, instruction and media aspects) and the teacher's book (content, language, presentation, and graphics aspects).

a. Sounding Poster

The results of the evaluation in terms of content aspects and media aspects of the Sounding Poster are described below.

Table 7: **The Result of Sounding Poster Evaluation**

No	Evaluation Aspect	Total Score	Mean	Criteria
1.	Goal	3	3	Good
2.	Material	16	3.2	Good
3.	Instructions	10	3.3	Very Good
4.	Media	21	3	Good
Total			3.125	Good

Based on Table 7, the total mean of the media evaluation of the sounding poster by the media expert is 3. The media expert considers that this product has a compatible goal to apply in the class.

Then the total mean of the media evaluation of the sounding poster by the media expert in terms of material construction is 3.2. It can be concluded that the material of sounding poster is appropriate to be implemented in the classroom activity for playgroup students.

The total mean of the teaching aid is 3, which can be categorized as good score since the mean score belongs to the good category and the range of the mean score is more than 2.5 but less than and be equivalent to 3.24 ($2.5 \leq x \leq 3.24$). The media expert considers that this product has

clear instructions to be implemented in the classroom.

The last total mean is related to the general aspect of media which shows 3 as the result. According to Suharto (2006), the mean score can be categorized as good score since the range of the mean score is more than 2.5 but less than and be equivalent to 3.24 ($2.5 \leq x \leq 3.24$). In conclusion, the sounding poster is appropriate to be implemented as the teaching aid in teaching English for playgroup.

b. Teacher's Book

The evaluation questionnaire of teacher's book covered of four aspects; content, language, presentation, and graphics appropriateness. The results of the evaluation are described in Table 8.

Table 8: The Result of Teacher's Book Evaluation

No	Evaluation Aspect	Total Score	Mean	Criteria
1.	Content Appropriateness	12	3	Good
2.	Language Appropriateness	12	3	Good
3.	Presentation Appropriateness	18	3	Good
4.	Graphic Appropriateness	21	3	Good
Total			3	Good

Based on Table 8, the total mean from the expert judgment related to the appropriateness of the teacher's book is 3. According to Suharto (2006), the mean value belongs to the good category because its position is in the interval of $2.5 \leq x \leq 3.24$. The expert considers that the first draft of the teacher's book needs to be revised in terms of grammatical mistake. Moreover, she also states that this product is good and suitable to apply in the classroom activity.

Revision of the Product

According to the data analysis, the product is appropriate to be implemented as a teaching aid in teaching English for playgroup. The results of the evaluation by the expert are presented in Table 9.

Table 9: The Suggestions and Feedback of the products

No	Aspects	Suggestion or Feedback
1.	Media	Make sure that all tools work well and suitable
2.	The number of activities	Vary the activities
3.	The theme	Set it up into more than one theme

The first draft of the learning multimedia was revised using feedback and suggestions given by the expert. The revised learning multimedia was called the second draft and it became the final product. The detail of the final product was presented in Appendix 5. This research is aimed to develop an appropriate English teaching aid for playgroup students. This research is categorized as Research and Development (R&D) or product-based research (Gall, Gall, and Borg, 2003). The developed English teaching aid was intended for playgroup students. The learning materials developed should be made based on their characteristics due to the goal of developing this product is to provide a suitable teaching aid for VYLs.

CONCLUSIONS, IMPLICATIONS AND SUGGESTIONS

Conclusions

Based on the research findings and discussion, the conclusions are drawn as follows:

Target Needs of Very Young Learners in Raudhotul Jannah Playgroup

Based on the needs analysis, the children were expected to develop their positive attitude towards English language and be able to know some vocabularies from the topics provided. Learning from the target needs, the school wanted the children to learn English through picture and song.

The Learning Needs of Very Young Learners in Raudhotul Jannah Playgroup

The analysis of the learning needs of the children is divided into three points, namely; activities, techniques, and media. In terms of activities, the children can learn English using songs and pictures effectively. Based on the procedure derived from the needs analysis, the teachers preferred the children to listen and perform actions for the listening activity as their techniques. Regarded to the media, the learning process needs attractive media which contain picture and audio at once.

The Appropriate Teaching Aid for Very Young Learners in Raudhotul Jannah Playgroup

Based on the results of the expert judgments, Sounding Poster and the Teacher's Book is the appropriate teaching aid for very young learners in Raudhotul Jannah Playgroup. The total mean of the teaching aid is 3 and the total mean from the expert judgment related to the appropriateness of the teacher's book is 3. According to

Suharto (2006), those mean values belong to the good category.

Implications

Based on the result of the study, the results of the expert judgment showed that all aspects were good and implied that the Sounding poster is a good media to teach English for playgroup. The implications of the research are presented as follows:

1. The sounding poster is suitable and appropriate to be implemented as the learning media in teaching English for very young learners in PAUD Raudhotul Jannah. The product helps the teachers in maintaining the student focus and interesting in learning English. It is also implied that the teachers motivated to use or to develop another teaching aid related to English teaching and learning.

2. The teacher's book is suitable to be implemented in teaching English for very young learners in PAUD Raudhotul Jannah since it provides various activities regarded to listening skill and vocabularies and attached with worksheets that can help the teacher in classroom activities. It is also implied that the teachers motivated to use or to develop another English learning material and activities.

3. The use of this media for teaching English can facilitate learning process for students understand vocabulary by using all of their senses (sight, hear, and touch) while the teacher's book can help teacher to optimize the material by using the media with the suggested activities.

Suggestions

Related to the conclusions and the implication, there are some suggestions for the teacher and other researcher.

1. The Teacher

The teachers are suggested to use the developed media. By using the media, the children are expected to get meaningful experience in learning English. Next, the teachers are also suggested to give the appropriate input to the children with relevant pictures and new vocabulary lists as they will help the children in the learning process.

2. Other Researcher

The other researcher should design and develop learning media using more sophisticated technology for English language teaching as there are few researchers that develop media similar with this media. The developer needs to create learning media Microcontroller based in other context but the design and features can be adapted from this research.

REFERENCES

- Arikunto, S.(2006). *Prosedur Penelitian Suatu Pendekatan Praktik*. (Revised Ed VI). Jakarta : Rineka Cipta
- Brewster, Jean, Ellis. G. and Girard, G..(2004) *The Primary English Teacher's Guide*. England: Pearson Education Limited
- Brown, J. D. (2001). *Using Surveys in Language Programs*. Cambridge University Press.
- Burns, A.1999. *Collaborative Action Research for English Language Teacher*. Cambridge: Cambridge University Press.
- Burns, A. 2010. *Doing Action Research in English Language Teachers*. New York: Routledge.
- Gall, M., Gall, J., and Borg, W. (2003). *Educational Research: An Introduction (Eleventh Edition)*. Boston: Pearson Education, Inc.
- Harmer, J. (2001). *The Practice of English Language Teaching*. Edinburgh Gate, Harlow: Pearson Education Limited
- Kementrian Pendidikan Nasional. (2006). *Peraturan Menteri Pendidikan Nasional Republik Indonsia nomor 22*. Jakarta: Kemdikbud.
- Kementrian Pendidikan Nasional. (2016). *Peraturan Menteri Pendidikan Nasional Republik Indonsia nomor 137*. Jakarta: Kemdikbud.
- OECD/Asian Development Bank (2015), *Education in Indonesia: Rising to the Challenge*, OECD Publishing, Paris
- Osa, Justina.O and Musser Linda R. (2004) *The Role of Posters in Teacher Education*

Programs. Education
Library. Pennsylvania State
University

Pinter, A. (2009). *Teaching Young
Language Learners.* Oxford:
University Press.

Plomp, Tj. (1997). *Educational &
Training System Design:
Introduction.* Utrecht.
Lemma. Netherland.

Plomp, Tj & Wolde, J. van den.
(1992). *Design of
Educational and Training.*
Utrecht. Lemma.
Netherland.

Richards, J. (2001). *Curriculum
Development in Language
Teaching.* Cambridge:
Cambridge university press

Suharto, G. (2006). *Penilaian
Pembelajaran Bahasa
Inggris.* Yogyakarta: P2B
UNY