

‘HIDDEN OBJECT MEDIA’ FOR TEACHING ENGLISH AT THIRD GRADE ELEMENTARY STUDENTS IN SD LABORATORIUM UNDIKSHA SINGARAJA

Sari, I. A. P. P. G.
English Language Education, Faculty of Language and Art
Ganesha University of Education
Singaraja, Indonesia
Email: gitaputrijasmin@gmail.com

Abstract

This research aimed to (1) analyze the use of ‘Hidden Object Media’ in teaching English for third-grade elementary students in SD Lab Undiksha Singaraja. The subject of this research was thirty seven of third grade students in SD Lab Undiksha Singaraja at even semester academic year 2016/2017. This research categorized as descriptive qualitative in the form of graphs and percentage. Some instruments were used to conduct this research. There was interview guide, observation sheet and questionnaire. There are four media that was trying out based on topic of animals and body parts. Each media consist of teacher’s guidelines, brief story, hidden object handout, and list of possible post activities. Based on the result of students’ interview and teacher’s questionnaire it was found that hidden object media were able to involve students in learning, able to motivate and help students learn new vocabularies. The percentage shows that more than 78% in every session students felt happy, more than 57% in every session students felt helpful and 100% students feel motivated and feel that the media were good for them to be used. Thus, this media was proper to use for teaching English for third grade students.

Keywords: *hidden object media, handout, teaching English for young Learners*

INTRODUCTION

Teaching a language like English as a global language is better done since younger age, therefore the term Teaching English for young learners occur. According to Cameron & McKay (2010), young learners are classified as the learners at the age range of 6-12 years. At this range, teaching English for young learners is challenging. It is because young learners are still in the stage of ‘learning to know’, the first pillar from four pillars of education (NanZhao, 2005). In this stage, learners are acquiring knowledge by experiencing things in which knowledge and experience are in line. The more students experience things, the more they will learn new things.

Young learners have special characteristics that teacher needs to understand. According to Cameron (2005), young learners are enthusiastic, active, more likely getting involved through playing and movement, highly imaginative, and also highly interested on something new. These special characteristics of them makes teaching young learners needs special strategies to it. The special strategies are not only about teacher but also the aids in executing it in classroom.

One of the essential teaching aids is teaching media. According to Sevik (2012) and Ghent (2017), the use of media in teaching English will help students ease complex concepts by relating the concepts with context. When certain media is used, the concepts of a language can be understood by experiencing some examples to help them acquire the language. It also helps students in maintaining their curiosity and attention to the lesson.

Sevik (2012) is also added that it is better to use media that is not only involved students in learning but also help them practicing the skills. One of the skills is listening skill as it is the most

important skill that will produce speech being used. By receiving the language through listening and the context of it (how it is used), the students will be able to focus on the meaning rather than the structure of the language. When students understand the meaning, they will be able to use the language.

Involving listening activity in class could be stressful for beginner learners (Goh, 2006). Listening activity includes a rapid information processing in someone's brain in which young learners tend to have difficulty in this quick information process. Thus, Goh (2006) suggested that in involving listening activity for young learners, it should consist of a sequence activities which are individual planning, pair discussions, and post-listening reflections. In the first step which is individual planning, young learners need to predict what they are listened followed by discussing it with their partners and then do the discussion as a reflection of what they have learned.

The media which is involving students both in interaction and practicing listening skill is called interactive media. According to Saorn (2017), interactive media can be described as media that involve interaction and participation of the students. The interaction and involvement are varied by using a special design that may also combine with technology. There are plenty designs for interactive media. One of them is hidden object media. According to Homan (2015), hidden object media is media that have an object-hunt scene system. This technique requires students to find the objects hidden in a picture and then do an action to it. This action means to involve the cognitive participation of students as well as physical participation by responding (taking action) to the media.

This hidden object media comes in various types such as puzzles, games, handouts and it is usually associated with literature in the form of a story. The use of handouts as one of the types of hidden object media is suitable to involve students better in learning process. It is related to the philosophy of pedagogy in which the students will see their teacher is responsible for their learning (Mikits, 2009). The feeling of being treated responsibly by the teacher will affect better response in learning. Moreover handouts can be easily adjusted to the topic and having a lot of variations.

The preliminary observation was conducted in SD Lab Undiksha Singaraja on Friday, 10 march 2017. This observation was held to investigate the media used in teaching and learning process and how students in third grade involved in it. It was also aimed to investigate the needs of media for the third grade students. Based on the preliminary observation, the use of media in teaching English for young learners exists but there is lack of media that requires students' involvement. Whereas, the use of media that involves students makes them motivated and interested in learning English. The students are very enthusiastic in getting involved to the media but there is only limited variation of using interactive media especially hidden object media.

The use of hidden object media for third grade students then analyzed to know about the effectiveness in using this media for students' motivation and their engagement in learning English. Hidden object media that used is able to involve students' interaction, literature, and listening skill for teaching EFL for young learners. Therefore, this research is conducted in order to analyze the use of hidden object media that is suitable for teaching and learning EFL for young learners in the form of handouts for students, brief stories as listening activity to be read by the teacher, guidelines for teacher and master copy based on the topic in the syllabus.

METHODS

This research was using descriptive and experimental method. The data gathered by using interview guide and observation for both students and teacher. The data are presented in the form of graphs and percentage.

The subject of this research was 37 third-grade students of SD Lab Undiksha Singaraja in the even semester of academic year 2016/2017 meanwhile the object of this research was Hidden Object Media which was in the form of printed handouts for teaching English for young learners. The media consisted of brief stories for listening activity, handouts for students, list of following up activities, guidelines in using the media for teacher as well as master copy of the media.

In analyzing the data of this study, it would use descriptive qualitative analysis. Qualitative data would be obtained from the interview, observation, questionnaires, and researcher's diaries.

FINDINGS AND DISCUSSION

The findings showed that there was four types of hidden object media tried out in the form of printed handout. The media were based on the topic of animals and body parts and it was based on syllabus competences, syllabus analysis as well as characteristics of media developed. The title of hidden object media that were trying out was 'Jack and the Sea Animals', 'My Grandfather and his Farm', 'Potato Head Family' and 'Lucy Loves Cards'.

There were 37 students in class 3A and the trying out was conducted four sessions. In the first session which was on April 21, 2017, three students were absent. In second session which was on April 28, 2017, there were five students absent. Meanwhile in the third and fourth sessions, which was on 5 and 12 May, 2017 there were one and four students absent. Thus, the class was never fully attended by 37 students.

The first instrument was teacher's observation. Teacher's observation was conducted to know about teacher's perspective towards students' responses to hidden object media that was used during the teaching English session. This observation was done by teacher when the researcher was trying out the products. The teacher observed the situation in the classroom related the used of hidden object media by circling the observation sheet provided by the researcher. There were five items that were observed. The first one was students' reaction when using hidden object media to learn English. All four trying out sessions, the teacher observed that students were happy and enjoying learning English using hidden object media.

The second item that was observed by teacher was about how easy and convenient the used of hidden object media for students. According to teacher's observation, all four hidden object media was easy to be used by students in learning English. Then, the next item was about the possibility of hidden object media in helping students understand the materials better. Based on teacher's observation, only three hidden object media that helped students out in understanding the materials better. Meanwhile, the last one was not really helped students out. This item was followed by the next one which was about how well this hidden object media could motivate students in learning English. From all four media, they were all able to motivate students more in learning English. It was because students were being interactively involved in learning English using this media by coloring and interacting with either other students or the teacher.

The last item that was observed by the teacher was about the overall quality of hidden object media used in teaching English for third grade students. All four media was good in quality to be used in teaching English for the third graders.

In students' interview, students were asked about their point of view towards hidden object media for learning English. The researcher was asking five items and students responded by raising their hands. The five items of interview were the same as list of items from teacher's observation sheet. Students' interview was done after trying out the product in every session.

The first item was asking students about their feeling using hidden object media for learning English. In this item, all four hidden object media that were used by 3A students in SD Lab Undiksha were making students happy in learning English. The distribution was 88% students felt happy in the first session, 100% in the second session and 78% in both third and fourth session. There was only few of students that were feeling moderate in using the media on the first, third and fourth session of implementing the product by the percentage of 12%, and 22% in third and last session of implementation.

Then, the second item was about how easy hidden object media used in learning English. From the result, it can be seen that 3A students in SD Lab Undiksha felt that it was easy to use all four hidden object media developed. The percentage was showing 100% in all four hidden object media developed.

The third item was, 'does hidden object media helped you out in learning English?'. More students in every session of product's implementation felt that the media was helpful for them to learn English. In the first and second session, 81% was helpful, third session 58% and the last session was 61%. Even though there were some of them was thinking that the media was moderate in term of helping them out in learning English. It was especially in the third session that 42% students were thinking the media was moderate in helping them.

Then next item was about how motivated students in learning English using this media. Based on the chart above, most of students were feeling motivated in using hidden object media for learning English. Even, in second and third session, 100% students felt motivated using the media. But, the number of students who felt that moderate in term of motivation was increasing in the last session. It was 37%.

Then, the final item that was asked was about the overall quality of hidden object media. Based on the result, 100% students thought that the media were in a good quality. It was only a few students who thought that was moderate in the first session of trying out products. It was only a percentage of 6%.

Based on the result of students' interview, students were satisfied of hidden object media used in learning English. It was shown by the percentage of students which was in a range of 78% - 100% from session one of trying out the products until session four. This media was also helpful for students in learning English better. It was based on teachers and students' interview that shown the percentage above 50% students were felt helpful and motivated. This media could provide more interaction through listening activity.

This media could provide students an attractive listening activity which was followed by several interactive activities that was based on students' competences and students' characters. Beside the illustration as well as the story telling session that attracted students, it also made students motivated because of the coloring activity that they done with their friends. Hidden object media developed also help the teacher to introduce new vocabularies to students easily.

In line with those general comments from the teacher, hidden object media developed could make students curious about things related to new vocabularies introduced. It was because the illustration of hidden object media stimulated students to see in wider perspectives. That was why students became questioning things related to the new vocabularies introduced. But in implementing this hidden object media, it will be more effective to be implemented in pair rather than in a group of four. Thus, it has to be minimalize in order for the media developed to be more effective.

There was four hidden object media that was trying out in a month. In trying out the products, the instruments used were students' interview guidance, teacher's observation sheet and teacher's questionnaire. Based on teacher's observation, students were enjoying using hidden object media. Students were also motivated in learning English using this media because it was also involving interactive listening activity as suggested by Goh (2006).

In line with this, the result of students' interview was also showing that from four sessions of trying out the hidden object media, 88% students felt happy in the first session, 100% in the second session and 78% in both third and fourth session. More than 50% of them in every session felt that this hidden object media was helpful for them in learning English. It was related to a concept suggested by Borkar (2011) that when students enjoyed the activity which was provided by interactive media, they would learn new concept without realizing it. Additionally, the media can offer media that involved interactivity in learning as well as attractive listening activity for young learners (Homan, 2015).

However, this research about the development of hidden object media was not perfect. Aside of its strength, this media also had weaknesses. The strength of this media was it was attractive to students because of the illustration and the activity, it could help students to develop their visual perception became wider, it could help students introducing new vocabularies in an interesting way, and it involved more than one skill in English that

students could practice in a time including listening activity. Meanwhile, the weakness of this hidden object media was in term of implementation. In implementing the hidden object media, the use of hidden object media was less effective if it was used in a group or more than two students. Thus, it would be better to use it in pair to gain the efficiency of student in working on the media.

CONCLUSION AND SUGESSTION

Based on the findings and discussion presented in the previous chapter, from four hidden object media that were trying out to 37 elementary students of SD Lab Undiksha Singaraja academic year 2016/2017 all of them were able to involve students in learning English as a foreign language and made them motivated as well as enthusiastic to learn new vocabularies in English. Hidden object media was consisted of teacher's guideline, hidden object handout, brief story, and list of possible post activity including the worksheet.

Based on the research that had been conducted, some suggestions are proposed. In teaching English for young learners especially for third graders it was suggested for teacher to use this products as media. This media can help teacher in engaging students more in learning English in an interactive and attractive way. This media can also provide listening activity that will be enjoyed by the students. This hidden object media can also help students develop their visual perspective. But it was suggested for teacher to manage time well in using this media because the components were prepared more than a time it should be in one meeting. In learning English, it is suggested for students to use this media under teacher's guidance. The media can help students learn English without even realized through hidden object element. Moreover, this media is also able to help students exercise their listening skill and visual perception in an interesting and interactive way.

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