

## WHEN LEARNING MEDIA PLAYS ROLES IN TEFL: HOME-VISITING STUDY CASE DURING COVID 19

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### ABSTRACT

*This study describes the implementation of learning media during the program of “home visit”. The activity involved 15 students of 6th grade of MI Unwaanul Falah, South Tangerang, as the subjects of the research. A qualitative-descriptive method was applied in this study. The researchers collected the data through observation, students’ assignment results and documentary pictures. The techniques in analyzing the data included data reduction, data display, and also conclusion and verification. The results of the research showed that the students responded to lessons better when the learning process was carried out in an interesting and interactive way, such as the used of diverse and concrete learning media which created enjoyable and appealing learning process during the COVID-19 pandemic.*

**Keywords:** Covid-19, Home-Visiting Program, Learning Media

### INTRODUCTION

The Covid-19 pandemic has resulted extraordinary changes in various sectors, including in the field of education. All levels of education are 'forced' to transform ‘brick and wall’ of education into new way of learning called distance learning through internet. This online learning is defined as learning experience through internet connection using various communication devices such as laptop or mobile phone to bridge the learning process which can be done in any situation and environment (Singh & Thurman, 2019).

Conducting a learning process that only relies on the internet certainly causes problems in many aspects. From teachers’ side, the difficulties faced are including the transition to distance learning method that requires teacher’s creativity in delivering materials through limited tools yet still need to achieve both good quality of learnings and learning outcomes. As Puspitasari, et.al. (2020) suggested, learning adaptation and innovation must be carried out by teachers. The process of adapting and adjusting to the psychology of the students becomes another challenge faced by teachers. Teachers need to design new innovations in learning atmosphere in order to increase students’ interests.

Additionally, it is undeniable, that the changing of face-to-face learning to distance learning also poses obstacles for students. The most common barriers are

such as the poor condition of the internet connection, insufficient internet quota and lack of ability to use gadgets such as laptops or cellphones considering that Elementary school students have limitations on the use of technology devices and hence, still need to be supervised. These constraints obviously affect students' motivation in learning which will automatically give effects on their learning outcomes.

In the context of English, it is stated in 2013 curriculum that English is considered as a foreign language which included in local content subjects where in one week there is only one meeting (Permendikbud 81A 2013). The quantity of time is relatively short, encouraging teachers to be able to maximize learning activities that are oriented to learning objectives. In Elementary school level, English is centered on developing students' abilities both orally and in writing with material that has previously been adapted to daily activities. According to Getie (2020) attitudes appear to influence students' success or failure in their learning, so they play a critical role in language learning. Followings are several characteristic of young learners proposed by Prayatni (2019):

- a) Young learners have a limited attention span to lessons.
- b) Young learners are highly active, imaginative, and egocentric.
- c) Young learners enjoy being praised and rewarded.
- d) Young learners are less shy than older students.
- e) Young learners enjoy imitating and are adept at listening accurately.
- f) Young learners enjoy learning by playing, acting, making, and doing
- g) Young learners understand language as a whole, not as individual words
- h) Young learners interpret meaning without necessarily understanding the individual word
- i) Young learners learn indirectly rather than directly
- j) Young students grow physically, mentally, and conceptually.

Based on the characteristics above, teachers are expected to make learning media that is diverse and fun. Djamarah & Zain (2013) said that The use of media in teaching and learning activities, particularly for elementary school students, is critical because students are still thinking concretely at this age and have not yet developed the ability to think abstractly. This is in line with the research result of Ngussa & Abel (2017) who argued that media or teaching aids can help teachers in

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transferring knowledge in an impressive way, and designing learning more effectively. However, the provision of distance learning becomes a problem in implementing this.

In response to this, the researchers tried to apply various teaching and learning media in the program of 'home-visiting' inserted along with the online learnings. It aimed to provide the students more effective learnings besides being taught virtually. It is stated on: <http://www.k12.wa.us>. that "home visits are an effective way to engage students and families on a personal level in order to build up relationships and support student achievements in academic."

According to Sudrajat (2011), in the activity of home-visiting, teacher acts as a guide for students to be able to further develop themselves. The used of various learning media in this program was expected not only to assist students to learn (in this case English), but also to raise their interests and motivations to learn so as to the learning objectives can be achieved, even though some parts of the learning period were carried out in a distance way (online). Thus, students' learning experiences would also be well-developed.

## **MATERIALS AND METHOD**

The design of this study was descriptive qualitative method. Nassaji (2015) stated Qualitative research is more comprehensive and frequently involves a rich collection of data from multiple sources in order to gain a better understanding of individual participants, along with their opinions, perspectives, and attitudes. Descriptive research end to analyse a particular phenomenon.

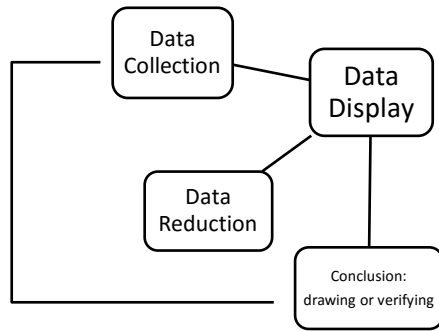
There were 15 students of 6<sup>th</sup> grade of MI Unwanul Falah, South Tangerang, involved as the subjects of the study. The researchers conducted a program called *study buddy* to apply learning strategy by using several media while teaching. This program lasted for two months starting from August to September, 2020. The Activity was carried out twice a week on every Tuesday and Friday. The implementation complied with Health protocols such as the use of masks and hand sanitizers.



**Figure 1.** Wearing a mask during learning process

The data was collected through observation, students' assignment results and documentary pictures presented in results and discussion sub-discussion. In the learning program, the researchers applied learning media in every meeting. The researchers decided to make a small group consisting of 3-5 persons, only while utilizing media of games and media of songs in order to boost motivations and interests in the learning circumstance. Afterwards, the learning media was used one by one and the students was provided exercised or assignment. The implementation of learning media was required, since in elementary school, English is taught with a rigid conventional approach before pandemic occurred. Emphasizing on vocabulary mastery by memorizing was the focus of teaching English. Students generally do not know the concrete shape from the vocabulary they have memorized. They will remember the shape more easily if they have a concrete understanding of it. This situation was encountered during research observation that when students were asked to hold a one-piece body, they sometimes held it incorrectly. This is due to the fact that they only asked for memorizing without knowing the concrete or the physical form of the object. Therefore, several strategies were used in this home-visiting learning. The goal was to keep these students being entertained, and hence focused.

The analysis techniques used in this study was analysis data Miles and Huberman techniques. The stage consists of data collection, reduction, display, and conclusion: drawing or verifying. The stage is described in the diagram below:



**Figure 2.** Data analysis technique, adopted from (Miles, Huberman, & Saldana, 2014).

Moreover, the researchers used triangulation to verify the data. Noble & Heale (2019) that the requirement of conducting triangulation is to use multiple sources of data, multiple observers, and/or multiple method to assist in overcoming fundamental biases caused by the use of a single method or observer.

## RESULTS AND DISCUSSION

The followings are several learning media that were applied to English learning process in home-visiting program:

### 1. Games as Learning Media

The use of games as learning media was applied to the learning process. Games were used to encourage young learners learn a new language. They make classes more enjoyable and maintain students' effort and interest. Applying games build an environment of meaningful interaction among young learners during its process even before it is started until it is done implemented. The use of the games motivated children to actively participate in learning. It is in line with the statement of Bransford, et al in Goldman & Pellegrino (2015) that the emotions arise while playing games add a flavor toward the language teaching process which can be dry or serious at times. Moreover, Vernon in Ameer Bakhsh (2016) stated that games that encourage students to compete fairly can help them learn more without pressuring them to participate. As a result, selecting the appropriate game can promote healthy competition among students. The games was hand made by the researcher to support the learning process in English subjects. Here are the examples:



**Figure 3.** The use of Snake ladder game.

**Figure 4.** The use of spinning wheel game.

The use of these media led students to cultivate a sense of curiosity and direct interaction between the students and their surroundings. It also intergrated students' experience of concrete learning media. Furthermore, young learners tend to become impatient and bored quickly if they attend lessons for an extended duration, so involving concrete media enables them to reduce the thick situation of awkwardness and nervousness, especially if the game is played in small groups.

## 2. Board Media

Boards refer to chalkboard/ blackboard, whiteboard and interactive whiteboard (IWB) which used for several purposes. Harmer in Aini (2013) described that teachers can use boards as (1) notepad, (2) explanation aid, (3) picture frame, (4) public workbook, (5) gameboard, and (6) noticeboard. The use of a white board is needed to gather students' attention in one focus when the researchers were providing explanations regarding the subject matter. Activities carried out started from guessing pictures to increase students' vocabulary of objects, spelling letters, stringing words and playing conventional quizzes.



**Figure 5.** The use of white board during home-visiting

### 3. Digital Media

Another media that used was online-based website which required supervision and guidance. The authors perceived that sixth grade students should be introduced to interactive learning media and one of the alternatives is kahoot. One type of media according to Asyhar (2012: 45) is Multimedia. Multimedia is a form of media that employs a variety of integrated media and equipment. Kahoot! is an internet learning-platform to create learning process more interesting and fun with a lot of features provided. The use of kahoot is certainly interesting for some students. Supported by an attractive interface, they look enthusiastic waiting their turn to use and answer the question that been given by the teacher in form of multiple choice and pictures.



**Figure 6.** The use of online media kahoot! during learning process.

### 4. Songs

Learning English for young learners required an appealing method in order to delivery the material well. Singing an English song together increases students' concentration on the absorption of new material and vocabulary and builds a fun learning atmosphere. Millington (2011) mentioned that songs can be an effective tool for teaching and learning. Songs can help students improve their listening and pronunciation skills, as well as teach them vocabulary and sentence structures. Therefore, through this learning method, students can master English vocabulary in a way that is not boring.

Followings are steps that implemented during learning process :

a. Before listening :

First students were asked about what vocabulary they already know about the topic. At this moment, the researchers chose the song that talked about weather. The researchers asked students what kinds of weather they already know and told them to look outside and see what the weather was like.

b. Teaching the song

- Students were given time to listen to the entire song from beginning to end, several times.
- After that, the students told about what words they remembered in the song. During this, the researchers played and paused the song to teach the lyric little by little. Then, asking them to repeat the lyric after previously demonstrated.
- Lastly, teaching them to dance based on the lyrics as well as asked them to make dance moves by themselves.

The implementation of learning media during teaching for English young learner was also conducted by several reserachers. In previous research, Aini (2013) conducted a research of instructional media in teaching english to young learners: a case study in elementary schools in kuningan. This research investigated (1) how teachers use instructional media when teaching English to young learners, (2) what kind of problems they encounter during the use of instructional media, and (3) the problem solving for media utilization challenges. The results showed that teachers encountered difficulties in both choosing and applying instructional media. During the selection process, the strategy obtained to solve problems was to use available learning media. Meanwhile, the problem with instructional media was overcome by requesting technician assistance, borrowing instructional media supply from another class, and preparing back-up instructional media.

In recent study, Resti and Rachmijati (2020) provided the results that when preparing media, the teachers need to understand the highlight skill or point in the lesson material and adjust it with the learning media since the use of media is determined by the material itself, such as video to train on students' speaking and



listening skills, picture is to enhance children's vocabulary knowledge, course books are used to help students improve their reading and writing skills, whereas realia is applied to expose children to actual subjects and object.

## **CONCLUSION**

School closures due to COVID-19 gave various impacts also to the process of English learning to the students. Moving the learning from classrooms at school to students' homes requires teachers' creativities to conduct interesting and effective learning. It should be 'interesting' so that the students will not be bored, and the learning must be 'effective' so that the objective of the lessons can be fully achieved.

This qualitative research study applied 'English home-visiting program' to 6th graders by utilizing various teaching media as the main role in the process of teaching and learning. The media used were including hand-made games, board, digital media and songs.

Based on the elaborated findings and discussion, it is acknowledged that the used of those various media in English learning in this home-visiting program was able to boost the students' interests. They helped the students to understand the materials which were previously shared only through online media or in written context. To sum, this home-visiting program of English was more fun and enjoyable for students who are facing distance learning, due to the utilization of those various learning media.

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