

## ENGLISH VIRTUAL BASED LEARNING: INTEGRATING TECHNOLOGY AND LEARNING MEDIA THROUGH 'ASSURE' TEACHING MODEL

Nurfisi Arriyani<sup>1</sup>, Putra Pratama<sup>2</sup>

<sup>1,2</sup>Universitas Tamansiswa Palembang, Indonesia  
*nurfisi\_arriyani@unitaspalembang.ac.id*

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### ABSTRACT

*This research had the objective to measure the effectiveness of ASSURE teaching model in the integration of technology and learning media in the process of virtual-based English learning. One class comprising of 20 students of 6th grade was chosen as the sample of this study. A quantitative descriptive method was applied by using both pre-and post-tests as the instruments in collecting the data. In analyzing the data, the average score difference gained by the students in these two tests was firstly measured before they were further calculated through the 'Paired sample t-test'. The analysis revealed that the mean score reached by the students in the post-test (80.75) was higher than their performance in the pre-test (56). Additionally, the t-test score hit by these students was 14.14; bigger than the value of the t-table (1.73) in the significance level of 5% (0.05). This also explained that ASSURE teaching model as variable X significantly influenced students' English achievement (variable Y). These findings confirmed that in the integration of technology and learning media in English virtual instruction, ASSURE teaching model was effective in increasing students' English achievements.*

**Keywords:** ASSURE teaching model, technology utilization, virtual teaching

### INTRODUCTION

To make the process of teaching and learning more meaningful, an effective and appropriate teaching model should be applied since the advancement of globalization currently is very fast and gives big impacts on various sectors of life including education. Therefore, applicative and qualified curriculum, teaching models, learning materials, and media used in the instructional process are required to fulfill the needs of the global world. Thus, the learners are prepared in such a way to be competitive in this technological era and one of them is in the ability to use a foreign language. According to Santoso (2014:3), "the mastery of foreign language will become the door for Indonesia to interact with the global community". Among several foreign languages learned by Indonesian students, English is one most compulsory subjects listed in the education curriculum.

However, the spreading of the coronavirus or COVID-19 which has been attacking all the world including Indonesia since March 2020 also influenced

schools' teaching and learning process to be carried out in long-distance learning settings in the form of online or virtual. As Kim (2020) explained, "The unprecedented school closures due to COVID-19 makes distance education became ubiquitous."

This sudden policy of online learning becomes a new challenge for teachers in which they are expected not only to be able to deliver the materials of the lesson but also to select effective and appropriate technology-based teaching models and learning media. This online teaching and learning process which can also be conducted virtually changes the role of the teachers in various aspects. "Teachers have not only drastically been changing in role (Ally, 2019), even more, they are also facing significant challenges in adapting to online teaching" (Konig, Jager-Biela, Glutschm 2020).

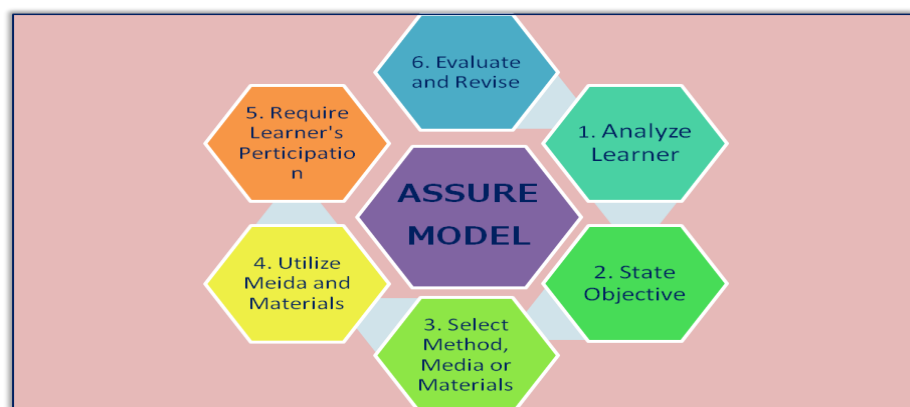
As well as in the teaching process of English virtually in which teachers are strongly expected to be able to integrate both technology and learning media into effective and attractive approaches so that the objectives of the learnings can be maximally achieved. Sharma & Barrett (2011) described that learning by utilizing technology will motivate the learners a lot. Technological touch in learning media will give different colors for them. The materials conveyed through audio-visual media will not only increase students' interests but also their understanding.

In the English teaching context, there are numerous numbers of teaching models that can be applied by teachers and one of them is *ASSURE (Analyze Learners, State standard and objectives, Select strategy, technology, media, and materials, Utilize technology, media, and materials, Require learner participation, dan Evaluate and revise)*. This teaching model is applied by integrating technology and media through 6 systematic ways.

This research study, hence, intended to measure how effective ASSURE teaching model was in the integration of both technology and learning media in English virtual-based teaching. This study was conducted in response to the urgency of English teachers who forcibly required to be skillful in integrating technology into their virtual teachings due to covid-19. It is hoped that the results of this research would give a significant contribution to the English field especially to teachers of English to adopt the application of ASSURE model to be implemented in their virtual teachings. Among several previous studies about this

teaching model, the researchers conducted during Covid-29 were still limited. Most of the studies applied this teaching model in a hybrid English Language Teaching, while during pandemic, the process of English teaching and learning is carried out in a full online. Thus, this study tried to apply this Assure model in teaching English to the elementary school in the pandemic condition. It is also expected that English will be the material to be taught since in the earlier education and this model will be efficient to be used in learning English in the future.

According to Gul, Altun, and Yabas (2020:1267)), ASSURE model focuses on students' participation through the integration of media and technology in a teaching process. Further, they explained that ASSURE was firstly created by Heinich, et.al. in 2002 as a core learning model in the field of technological education. This model combined utilization of technology and media in 6 steps of the teaching process, in which A refers to Analyze learners, S stands for State standard and Objectives, the second S is for Select strategy, technology, media, and materials, U means Utilize technology, media, and materials, R is for Require learner participation and E means Evaluate and revise. The following picture 1 shows how this model is composed of six different steps in sequence:



Picture 1. ASSURE teaching model

It is stated on the Constitution of Republic of Indonesia No. 14/2005 about teacher and lecturer, clause 1, that "Lecturer is a professional educator and scientist having main responsibilities to transform, develop, and spread out knowledge, technology, education, research and community service". This statement is clearly explained that a teacher is subject to master science and technology as his/her supportive competence in delivering his/her knowledge taught. Even more, utilizing

and using technology in the instructional process does not only support teachers' efforts in teachings but they help students a lot to study independently.

One of the ways of utilizing technology is by using multimedia. Multimedia can be in the forms of pictures or diagrams, audio, and videos. In a simple process, the use of technology in teaching, especially teaching English, requires teachers' creativity to display learning materials that can be downloaded from various sources through technology. Teachers might adjust the materials for teaching with the syllabus and design them as interesting as possible. Concerning this technological-based teaching massively applied during a pandemic, Selwyn (2012) and McFarlane (2019) argued that the extensive school closures occurred during an era that has generally been shaped by rapid transformation in technological innovations and digitalization, not least in educational contexts. This opinion emphasizes that other sectors including education are also dependent on technology. Therefore, teachers, the ones who produce future generations with their professions should be the ones who master technology, in this case, in the instructional process. Long-distance learning or online teaching which is carried out virtually should be managed well to bring the sense of real classrooms without neglecting the objectives of the learning.

## **MATERIALS AND METHOD**

### **Materials**

In running out the teachings along the period of the experiment, there were two topic discussions were taught, namely: Simple Present Tense and Simple Past Tense. Each of these topics was discussed in 3 meetings by implementing 6 stages of ASSURE as follows;

A: The researchers 'analyzed' prior knowledge of the students related to the form of Verb 1 and Verb 2. At this stage, the researchers also tried to find out students' English competence to adjust teaching strategies;

S: By having a lesson plan for a topic discussion, i.e. Simple Present Tense and or Simple Past Tense, the researchers had the objective of the lessons, hence, this goal

of instruction was told 'stated' to the students. By doing this, the researchers expected the students to actively participate during the sessions of teaching;

S: Selecting strategy, technology, materials, and media was the main core of the stages. This instructional process was carried out virtually in which the researchers had shared the materials in PowerPoint via students' WAG a day before the class together with the link for Zoom;

U: After stating the objective of the lesson (in step 2), the PowerPoint of the material was shared in Zoom room, at this stage, the researchers 'utilized' technology to carry out the lessons virtually. The researchers explained the materials by firstly informing the students the usage of these tenses, the formula, the example in several sentences until the students understood;

R: Before the class was dismissed, the researchers sent a set of questions related to the lesson in Google Form. The students were 'required' to do the exercises and then submit the answer before the next meeting (meeting 2). By giving this kind of assignment, the researchers expected students' participation to review the lesson at home and told them not to hesitate to ask questions to the researchers in WAG if they found difficulties in doing the exercises. In meeting 2, the researchers invited the students to discuss the answers and explained the points that they did not understand. Since the students had got the idea about the topic, the researchers then provided the class with the link taken from YouTube video learning which had been selected and downloaded by the researchers. This one was the video of the sample of dialogue by using Simple Present Tense. After playing the videos twice, then the researchers gave the students another 'in pairs assignment in which they were required to make one dialogue by using Simple Present Tense in pairs and should be acted out in the next meeting (meeting 3);

E: On the third meeting, 10 pairs of students were invited to act out the dialogue they had prepared. Each pair was limited to performing in less than 3 minutes. By looking at these students' performance, the researchers also 'evaluated' the progress of the students. The better the sentences they built in the dialogue, the better they understood the materials. This last stage of the process was also used by the

researchers to 'revise' what things were needed to improve, what were the weaknesses, etc. as the reflections for the researchers to continue the second topic (Simple Past Tense) in the next 3 meetings.

## **Method**

This was a quantitative descriptive method in which the results of the data were presented in numbers and then descriptively described. A total number of 28 students of 6th grade in one class, selected to be the sample of this study. In collecting the data, the researchers used both pre-test and post-test as the tools, comprising 20 multiple-choice English items which were administered online through Google Form. These questions were made by the researchers based on the materials discussed, in which 10 questions were about Simple Present Tense and the other 10 were about Simple Past Tense. Each of the correct answers converted to 5 points, hence, if all questions were correctly answered, the total score would be 100.

There were a total of eight meetings of the teaching and learning process during the experiment, consisting of two meetings for pre-and post-tests, and the other six for the treatment. The teaching and learning process spent 2x45 minutes learning hours or about 90 minutes in each meeting. Those processes were carried out in a full virtual setting through the utilization of the Zoom Application. Besides this platform, the researchers also made WhatsApp Group (WAG) send the materials and exercises. In implementing ASSURE teaching model, the researchers integrated technology, i.e. Zoom Application aforementioned above, and various learning media, such as videos and pictures shared with the students.

Since the main objective of this research was to measure the effectiveness of the 'ASSURE' teaching model towards students' English achievement, thus, in analyzing the data, 'Paired sample t-test' was applied because only one group of the sample was involved with two different data of tests which were counted. The formula was in the following picture 1:

$$t\text{-test one group} = t = \frac{\bar{D}}{\frac{SD}{\sqrt{n}}} = \sqrt{Var}$$

Picture 1. One group t-test formula

## RESULTS

Due to several technical problems such as limited internet quota, unstable signal, having no supportive device, etc., the students who participated in this study fully from the beginning to the end were only 20 persons (out of 28). Therefore, the data being analyzed was gotten from those 20 research subjects.

After the data had been being analyzed, it was found that the mean score gained by the students in the post-test was higher than in the pre-test, of which 56 in the pre-test and 80.75 in the post-test. To determine whether or not the teaching model of ASSURE gave an impact on the progress achieved by the students in the post-test, several steps of the 'Paired-Sample t-test' were followed to get the value of the t-test. This calculation revealed that the t-test hit the number of 14.14, which was higher than the t-table (1.73), at the significant level of 5% (0.05).

## DISCUSSION

As has been being presented in the results section above, the average score reached by the students in the post-test (80.75) was higher than their performance in the pre-test (56). This finding explained that after being taught English by integrating technology and learning media through the teaching model of ASSURE, the students made very good progress in their achievements. The increase of 24.75 points (80.75-56) showed that the students performed better after following the learning through ASSURE teaching model.

Further, the statistical analysis of the 'Paired sample t-test' which revealed the value of 14.14 also supported the finding above, in which this number exceeded the t-table of 1.73 in the significant level of 5% (0.05). In other words, it can be said that ASSURE teaching model significantly affected the English achievement of the students in the significant level of 5%.

## CONCLUSION

To make the process of teaching and learning English becomes more effective, the teachers are required to be creative in implementing appropriate instructional models adjusted to the students' needs. Responding to the policy of government due to COVID-19, in which all teaching and learning programs must be carried out virtually, the integration of technology into teachings has been becoming a crucial facet. This research study was aimed to measure if ASSURE teaching model was effective in teaching English to 6th graders when it was applied in the integration of technology and learning media in a virtual platform (in this context, Zoom Application).

The analysis of the data both from pre and post-tests found that students' average score of the post-test (80.75) was bigger than that reached in the pre-test (56). Besides, statistical analysis of 'Paired sample t-test' also proved that t-test gained (14.40) exceeded the t-table value of 1.73. Thus, it can be interpreted that ASSURE teaching model applied in the integration of technology and learning media gave a significant impact on students' English achievement.

Based on those results, this research study concluded that the teaching model of ASSURE implemented in the integration of technology and learning media in English virtual-based teaching and learning process influenced students' English achievement significantly. This finding was in line with the arguments argued by Sahertian, Wajabula & Amtu (2020) and Zubaedi, et.al. (2020) who found in their research related to ASSURE and concluded that ASSURE model is very effective in improving students' learning skills in academic achievement.

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