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FOREWORD

Our deep gratitude goes to the presence of Allah SWT who has given us strength and ability, so that we can publish JETLI: Journal of English Teaching and Learning Issues at English Studies Program IAIN Kudus.

This edition contains about theoretical and empirical studies in the field of English, especially on education, teaching and linguistics. Observers of English education have contributed in this journal, both from within and outside of IAIN Kudus. Hopefully the scientific treasury in this journal is useful for the implementation of English education that develops and integrates the linguistic, Islamic, scientific, and professional educators, and competitive aspects.

With the publication of the Journal of JETLI, it is expected that the input and constructive criticism from the academic community and the various competent parties, so that the next issue will be better and better quality.

Finally the editorial team expressed gratitude to the lecturers, editors and related parties who participated in the publication of this journal.

Journal team

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DIGITAL GAME PROJECT FOR TEACHING ENGLISH FOR YOUNG LEARNERS (TEYL)

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ABSTRACT

Teaching English for Young Learners (TEYL) can be integrated with the advancement of Information and Communication Technology (ICT) to raise students' potential in learning. The use of digital game as a tool and medium has potential to facilitate students in learning English. When this collaboration used thoughtfully, it brings excellent results for improving students' motivation in learning English. This study is a qualitative research and uses Research and Development (R & D) method which gives contribution as the alternative way to develop innovative interactive material in teaching English for Young Learners (TEYL). The result of this research is producing an education computer game for first graders of elementary schools. The education game provide interesting pictures that is completed by English dubbing therefore it attracts students to learn English.

KEYWORDS:
digital game, english

Introduction

As international language, English takes important role as worldwide communication. This phenomenon consequently also has impact to education system in Indonesia. The National Education System act No. 20 year 2003 provides legal framework of curriculum implemented in Indonesia. The curriculum of primary (basic) and secondary education must include religious education, citizenship, languages, mathematics, natural science, social science, art, and culture, physical education and sport, skill/vocational education, and local content. The important of

curriculum arrangement is that curriculum must be appropriate with the students' growth, circumstance of environment, and also the dynamic of global technology development.

English is taught as the first foreign language in a subject from junior high school up to University in Indonesia. Since the need for mastering English skill becomes higher from time to time, starting from the year of 1994, English is also introduced to elementary school level as local content. It is thought that learning foreign language is better started from early age, in the case the earliest formal school is elementary school. The local content subjects are specific subjects matters that are thought important to be achieved by students of a certain area which determined by social life. They will learn a lot about vocabularies such as things around them, the name of fruit, animal, sport, game and giving instruction, etc.

Students from elementary level can be successful learners in many different ways. By understanding the interactive material that is suitable with students' need, students' characteristics, and students' learning style, teacher can encourage and increase their interest in learning English. A digital game as a part of technology can be used to facilitate students in the teaching and learning process especially in learning English for elementary school level. When it is used appropriately, it can be very valuable resource in English teaching and learning process. It is depend on the teacher to use this tool in their own curriculum and adapt it to their own teaching style. Bredekamp and Rosegrant (1994) stated that good pedagogy and sound learning objectives should be guided the choice of materials and tools, including technology, to be used in learning activities.

Some studies agree that technology can be integrated with teaching English for elementary school level. Those studies also have shown that learners are very enthusiastic using interactive digital game. Palmberg (1988) was conducted a study with regard to use of Pirate Cove Adventure computer games for Swedish children. He found that his respondents could learn fast to recognize and interpret correctly the major part of vocabulary in the game as well as they could show plentiful control of the program pragmatics. Chuang and Chen (2007) investigated the

effect of digital video games proved that they can facilitate cognitive learning process. Furthermore, a study conducted by Wang, et al. (2009) to observe students' perceptive on Second Life (SL), a virtual simulation online game, revealed that they perceived it as useful and interesting language learning platform. Besides, the study indicated that the students would like to have more learning opportunities in the future using SL. In line with this, another study by Sanford and Madill (20007) suggested that powerful and significant learning was happening through video game play and creation. Based on those studies, there are two points of using digital game for learning purposes involving motivation and enjoyment.

The study that I conduct is aimed to develop an English digital game as interactive material for teaching English in elementary level. Knowing that, the teacher can create the appropriate method and materials that will be used during English teaching and learning. Below is the framework of the research.

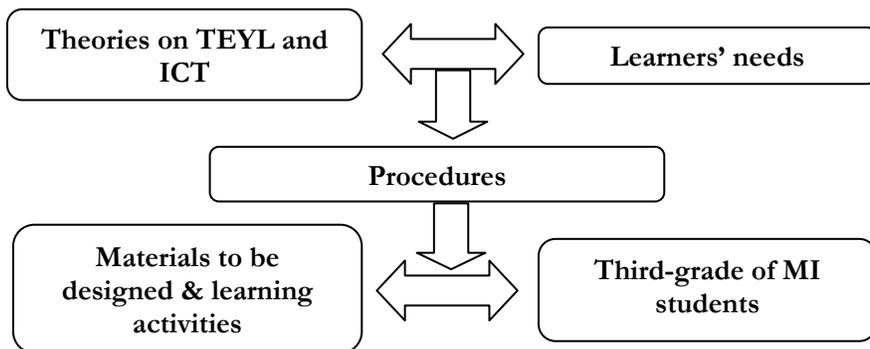


Table 1. Steps in developing materials

The framework is presented to give a clear model of the principles that is used during the research. Theories of Teaching English for Young Learners (TEYL) and Information and Communication Technology (ICT) with the learners' needs have a mutual relationship. Theories on TEYL and ICT give the inputs and also suggestions to conduct the needs analysis. Needs analysis that consist of analyzing target situation should be conducted in the first stage before developing the materials.

Based on the learners' needs, the teacher can continue to the next steps in developing the materials.

Method

In this study I focus on how digital game can be developed into interactive material for teaching English for Young Learners (TEYL). So, I use Research and Development (R&D) method. According to Borg and Gall (2003), education R&D is a development model in which the findings of research are used to design new products and procedures, which are systematically field-tested, evaluated, and refined until they meet specified criteria of effectiveness, quality, or similar standard. The subject of the study are students from SD N 2 Gondangrejo, Karanganyar, English teacher, and ICT learning experts. The procedures of this study is based on the steps proposed by Hutchinson and Water (1987). The model of R&D is drawn below:

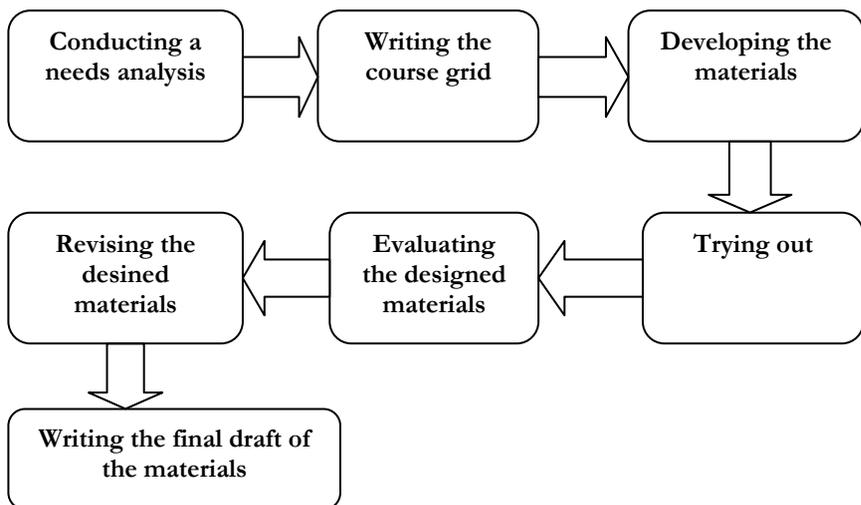


Table 2. Model of R&D design adapted from Hutchinson and Water (1987)

The type of instrument that is used to gather the data is observation. Moreover, I also conduct the interview to the teacher and students randomly. The result of the interview is to support the main data and give the description about the result of the research in this study.

Result

There are seven steps in conducting the research. Those were explained in the following section in detail.

1. Conducting a Needs Analysis

This step was used to obtain the information of the learners' characteristics and needs in learning English. This step was used as the basis of the next stage of the study. In this stage, I observed English teaching and learning process in the classroom. I also interviewed the teacher and students to get the information about students' need and students' characteristic. Based on the result of the interview, I made an analysis that consists of students' characteristic and students' need of learning English. My conclusion was English teacher had to use the interesting media in order to raise students' motivation in learning English.

2. Writing the Course Grid

In this step, I focused on arranging the map on digital game that was related to the Standar Competence on the lesson plan. The topic was about the name of animals. The course grid was used as the guideline in developing digital game for teaching English.

3. Developing Preliminary Form of Products

In this step, the materials were developed based on the course grid that was written in the previous step. I developed the materials started from joining with the programmer, choosing the software to create digital game for teaching English, designing the quizzes, and layouting the digital game. This English digital game used Wondershare Quiz Creator. It was software that could help educator to make quiz which based interactive flash with the automatic form of score that use multimedia online with form SWF or offline with form EXE. This application had some features and different shape of quiz. The educator could make the choice of interactive quiz such as multiple-choice, matching, true-false test, fill in-the-blank, sequence, essay, click on the pictures, etc. This application also

supported the use of audio and video form so the media visualization was more interactive. The steps of developing the product consist of :

- a. Determining the topic based on the lesson plan
- b. Designing the quizzes
- c. Arranging the lay out of the product

4. Preliminary Main Testing by English Teacher and ICT Learning Experts

The purpose of this step was to obtain the feedback that was used for revising the digital game. Before the materials were used in the English teaching and learning process, I needed the expert judgements to criticize whether the materials were appropriate with students of the first grade level or not. The expert judgments consisted of two English teachers, and also two ICT interactive material learning experts.

The experts and English teachers were required to give the feedback from the materials designed. They gave their judgments, opinions, and suggestions about the materials that would be useful to determine whether these materials were valid or not to be applied in the English learning. Based on the result of the questionnaire from the experts' judgment, this digital game was good to be applied in teaching English.

5. Revising the Designed Materials

In this step, the designed materials were revised as suggested by the feedback. There were some suggestions from 3 expert judgments. I made some revisions to the English digital game which included:

- a. The materials

I revised the material below based on the experts' suggestions. Because the subject was students from first grade level, so it would be better if I minimized the use of sentence. The material focused on introduction to the name of the animals.



Figure 1. Product Revision

I did not use the materials below because there were not written in the objectives of the study. Students just had to be able to mentions 20 names of animals and guess the sound of the animals.



Figure 2. Product Revision

b. The lay out (such as pictures, video and background of the game)



Figure 3. Product Revision

It was more colorful and attractive than the background before. It was done in order to make the students be more interested in playing the game.

c. The quizzes in the game

Below was the type of the quizzes in the game. According to the experts' suggestions, I changed the form of the quiz into other form since the subject was students from first grade student of elementary school, so I made the quiz simpler. I deleted the sentences and changed totally became full of pictures. The instruction did not written in the screen, so the students would be more concentration with the voice of the dubber. That was the first form of quiz before I revised.



Figure 4. Product Revision

I also revised this question below since the students did not like read the long sentences. So I made it into simple one.



Figure 5. Product Revision

For the question about guess the sound of animal, before I revised, I used too many sentences without pictures. It made students did not really interest with the question. So I changed

the question below with added pictures. That made students more interest and paid attention on the screen.

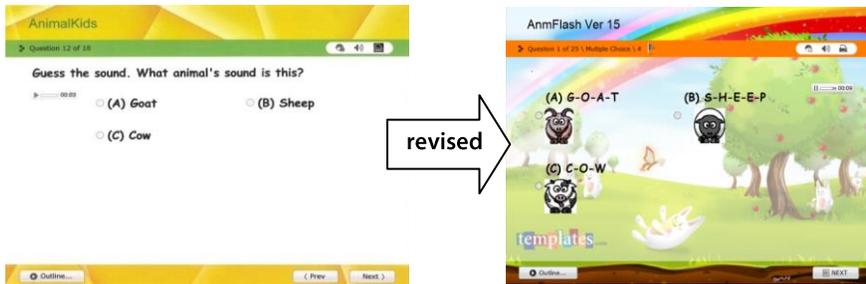


Figure 6. Product Revision

d. The voice of the dubber

First I used the voice of native that I downloaded from the internet. But the voice was not clear enough. The pronunciation was very difficult to be listened by students from the first grade of elementary school, and the intonation was very flat. Then based on the suggestion of the teacher, I recorded one of the dubber who had clear pronunciation, good pronunciation and good intonation. Her voice was also easy listening for students from the first grade elementary school students. She was a teacher from one institution and she also graduated from Semarang State University in English Language Program.

e. The instructions of the game

There were some changes from the instructions in the game. Since the instructions before were too complicated, so I changed into easier to understand by students from the first grade of elementary school. Most of the instructions did not written in the screen because students did not really pay attention with the sentences. They were more interest with the pictures and sometimes they ignored the sentences. Below was one of the changes.



Figure 7. Product Revision

For the instructions, I used animation to attract students still paid attention to the instructions. I did not use sentence in the screen since the focused here in the listening to the instruction.



Figure 8. Product Revision

If students could answer correctly, in the computer would appear:

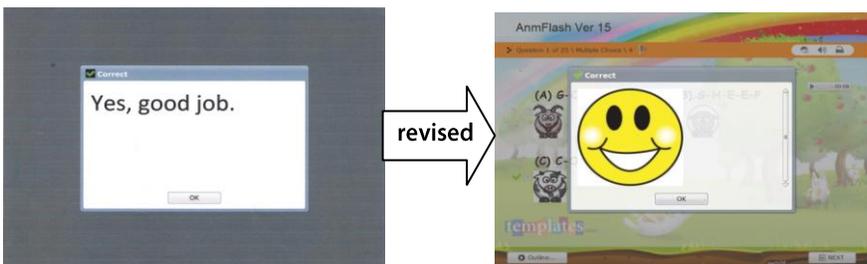


Figure 9. Product Revision

From the emoticon could give clear expression that the answer was correct. So, the students would understand. Meanwhile, for the incorrect answer, before I revised, the picture would appear:

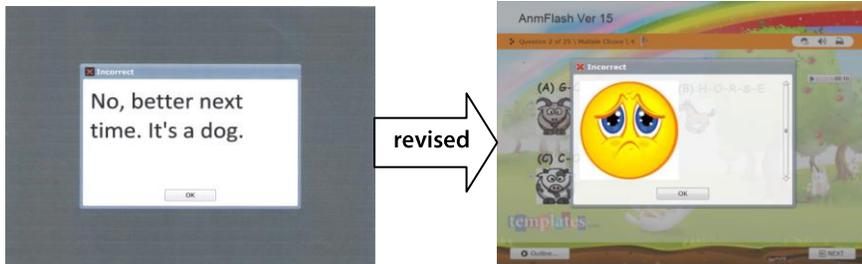


Figure 10. Product Revision

After the materials were revised based on the judgment from English teacher and ICT learning experts, finally the fix English digital game was completely ready to be implemented to the students.

6. Trying Out

After revising the product, 26 students played the digital game one by one. They were accompanied by me as the researcher. There were 25 questions in the digital game. The time showed the duration of students in playing the game. It indicated the students' ability in playing the game. There was no time limitation in playing the game, but it could be used as a description how far students could play and did the quizzes with their time management. All students could play the digital game easily. They understood the instruction and enjoyed the game.

7. Writing the Final Draft of the Materials

This step was done after revising the designed materials. The final result was the English learning materials for the first grade students. It was the fix English digital game that could be used in Teaching English for Young Learners.

English computer game consisted of six sections. First was introduction. Before started to the game, students had to fill the identity such as full name and also the grade.



Figure 11. Fix Product English Digital Game

Second section was introduction to the material. This section gave description about the activity that would be played by students in the game. There were also description about total questions, full score, passing rate, and passing score. Students would hear the instructor that said as follow:

"Hello guys. Do you like animals? Good, because we are going to learn about animals. It will be fun. Are you ready? Let's get started..."



Figure 12. Fix Product English Digital Game

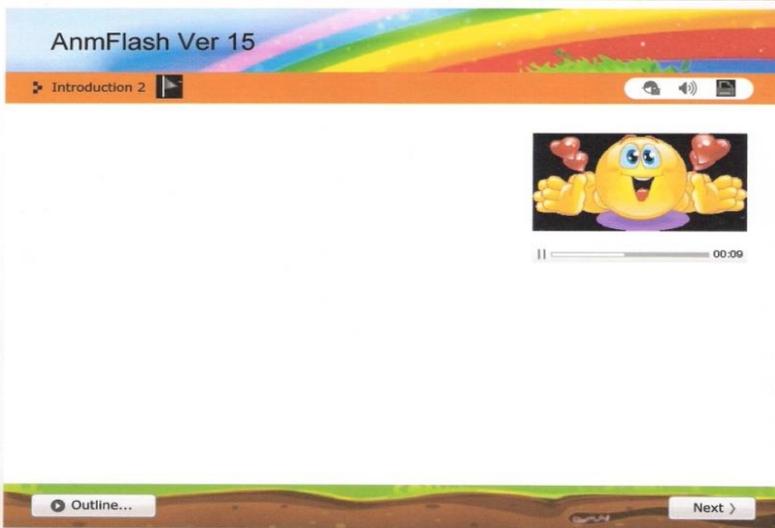
Since the subject was students from the first level of elementary school, so the instruction was simple so they could catch and understand the instruction. The speed and intonation of the instructor was also appropriated to the students' level of understanding.

Section three was about introduction to the 20 name of animals, they were cow, cat, dog, fish, duck, mouse, goat, bird, hen, horse, sheep, tiger, rabbit, monkey, frog, snake, pig, butterfly, elephant, and zebra. There were pictures of the animals, and also the name of the animals. The instructor would pronounce the name of the animal one by one. There was also the spelling of the name of the animal on the left side, so the students could read and also see how to write the name of the animal. Students had to pay attention to the pictures and also the voice of the instructor.



Figure 13. Fix Product English Digital Game

Section four consisted of review the material in section three. In this section, students had to memorize the materials before. They had to mention the name of animal that was introduced in section three orally. Although the activity did not include to the questions, but students still had to answer the questions correctly. If they forgot, teacher would help them to memorize. There were 20 questions the name of the animals. The instructor said: *"Now, please look at the pictures and mention the name of the animals"*.



Then instructor said, *"What is this?"* then students had to answer orally. After students answer orally, the instruction would say the right answer.



Figure 14. Fix Product English Digital Game

I called section five as intermezzo section because in this section, students would see video and sing together. I thought

this part was important because students would not feel bored with the game. If there was no intermezzo in this game, I was afraid students would feel bored to play the game. In addition, the video was about the name of the animals, and also the voice of the animals. So therefore this was intermezzo part, but students could still remember about the name of animals and also the voice of animals. In this section, the instructor said; *“Congratulation. You have learned about the name of the animals. Now, look at the video and let’s sing together, okay?”*



Figure 15. Fix Product English Digital Game



Figure 16. Fix Product English Digital Game

Section six was about guess the sound of animals. In this section, students would hear the sound of the animal, and then they had to choose the right answer based on the three options in multiple choice items. There were 5 questions and the score would be counted started from this section. He instructor said; *"Now, we are going to guess the sound of animals"*.



Figure 17. Fix Product English Digital Game

After the students clicked continue, the instructor said: "What animal sound is this?" Then students had to answer correctly with chose from the three options multiple choices.



Figure 18. Fix Product English Digital Game

If the answer was correct, the students would hear "good, right, correct, excellent, or good job" from the instructor and there also appeared the picture below:



Figure 19. Fix Product English Digital Game

Meanwhile, if the answer was incorrect, the students would hear "sorry, o' o, no", then the instruction would give the right answer, for example, "Sorry, this is a cow." There also appeared the picture below:



Figure 20. Fix Product English Digital Game

Section seven was the last section in the quizzes of the game. Here, students would see 20 animals that had been learned before in one screen. Then they had to click in the pictures the animal based on the instruction from the instructor. The right answer would be counted as their score. The instructor said: "Welcome to the jungle, let's find the animals."



Figure 21. Fix Product English Digital Game

Then there was the instruction “*Tiger*”, it meant that students had to choose the picture of tiger then clicked on the picture.



Figure 22. Fix Product English Digital Game

In the last section, the instructor said; “*That’s the end of our game. Thank you for playing with me. Bye.*” It meant that the game

was over and students could see their score and also their time duration in the end of the game.



Figure 23. Fix Product English Digital Game

After finished playing the game, the identity of the conceptor would appear.



Figure 24. Fix Product English Digital Game

Then, the identity of the supervisor, programmer, dubber, and also institution also would appear with the backsound of animal song.



Figure 25. Fix Product English Digital Game

The score and time duration each student would appear in the end of the game. So, each student could see their score and time duration.

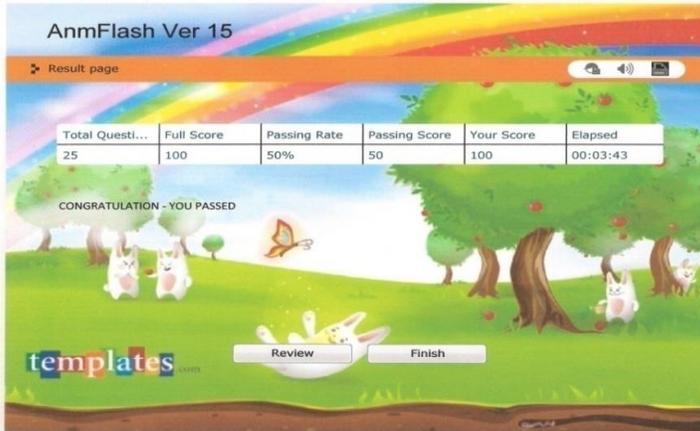


Figure 26. Fix Product English Digital Game

To check the mistake, students could click review and all of the answer would appear include all of the mistakes. It could be used as reflection for the students about which number was incorrect answers and could be used as analysis for the teacher about the questions that often make students confuse so they made mistakes.

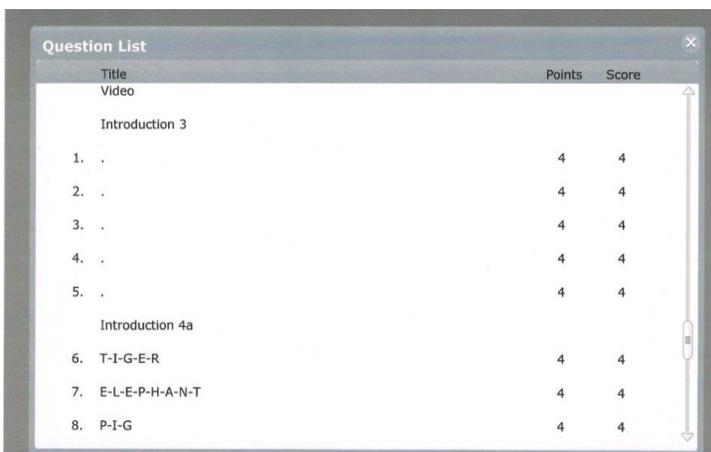


Figure 27. Fix Product English Digital Game

Discussion

The demand for educational technology is high, and when technology is used thoughtfully, the results will be excellent. The power of technology enables students to learn and to interact at school, at home, or even in the most remote areas of the developing world. Teaching English for Young Learners (TEYL) can be integrated with the advancement of the Information and Communication Technology (ICT) to raise students' potential in learning. The use of digital game as an innovative tool and medium has potential to facilitate students in learning and it is also considered can increase students' motivation in learning English.

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