REDESIGNING INSTRUCTIONAL MEDIA IN TEACHING ENGLISH OF ELEMENTARY SCHOOLS’ STUDENTS: DEVELOPING MINIMUM CURRICULUM

Dwi Astuti Wahyu Nurhayati
Institute of State Islamic Studies Tulungagung, East Java
dwiastuti.76@yahoo.co.id/dwiastuti507@gmail.com

Abstract: This qualitative research reports the result of a study on redesigning instructional media in teaching English. It focuses mainly on what, how and why teachers redesign instructional media in teaching English of elementary school’s students. Techniques of collecting data include observation non participation, and interview then collected data are analyzed by using qualitative descriptive analysis by transcribing; analyzing; reducing; categorizing; interpreting the data. Based on research findings, redesigning curriculum considered main items including students’ need analysis and interest, need of class, their grade level, prior knowledge, the preference of learning style, audiovisual and interesting media, here and now topic, modified and adjusted instructional technique by conducting three phases; analysis, design, implementation. It could lead teachers to redesign the instructional media by accepting, discussing the students’ need to find the enjoyable media of learning English, asking to guess the vocabulary, practicing and drilling their pronunciation. The reason why they redesign it because English as minimum curriculum could be developed by moving on the teachers’ creativity and students, as extracurriculair, it should be developed and managed based on the schools’ characteristics related to their vision and mission. They should understand young learners’ characteristics (Scott & Ytreberg, 1990), analyze the students’ need. This research will be good input for local education official to support developing curriculum and empower the elementary schools’ teachers initiative.

Keywords: redesign, instructional, media, teaching, elementary students

Introduction

Arising new curriculum as one of phenomenon could be seen as the changing need of world education especially in Indonesia. It is followed by the changing of elementary, junior and senior high schools curriculum. The redesigning curriculum needs to do because of some reasons. One of them is improving the quality’s instructional design media. Redesigning instructional media needs to do related to the teachers’ need in order to create the enjoyable learning English in elementary schools. In elementary schools, English is not compulsory subject, it is as extracurriculair or local content. Then it needs teacher’s creativity to deliver the material by redesigning instructional media. Here, the teachers could create the classroom atmosphere from boring into enjoyable situation.

As stated by Khan (2001), “advances information technology, coupled with the changes in society, have created a new paradigm for training”. As we evolve deeper in the information age, there was a shift from passive to active learning and from teacher directed learning (Reigeluth, 1999). Also, Heinich (1999) stated that the roles of teachers and students have been imposed to change because of the influence of the media and technology in the classroom. Therefore, teachers’ role has been shifted from transmitter of knowledge to coach, such as monitoring students’ learning, and designer of study tasks that promote new learning (Hoogveld, 2002). In this process, teachers are required to prepare effectively designed courses with the considerations on learner centered, engaging, interactive, meaningful learning environments, that contribute answers for the demands of this century (Khan, 2001). Hence, they should employed accurate Instructional Design especially Redesign Instructional media, because of the fact that design Instructional provides more effective and efficient learning guidance, which is the primary goal of every individual involved in education and training (Burkman, 1987).

According to Anglada (2002), redesigning instructional media is one of the part of instructional design process provides a framework for planning, developing, and adapting, instruction based on learners’ needs and content requirements. There are lots of different ID models to put into practice in Instructional design especially developing instructional media, but in fact, majority of designers follow the same basic generic categories named analysis, design, development, implementation, and evaluation (Gustafson & Branchm 1997). In order to visualize the problem in instructional design, it is necessary to break down into discrete, manageable units so that complex process of instructional design become easier and more understandable. The phases help teachers to become aware of what to do during redesigning media without focusing on unimportant issues. Therefore, it is important for teachers to know, understand, and apply redesign instructional media while developing their courses.

In this research, a qualitative study was conducted to determine the elementary school teachers redesign instructional media in teaching English. The researcher aimed to determine what the teachers do to redesign
The significance of this research supports the Hoogveld’s (2003) idea that little literature can be found about how the teachers apply redesign instructional media during teaching English. Since the design of instruction directly affect effectiveness of teaching, it is important to explicate teacher’s creativity in redesigning the instructional media. This information would be critical to ensure quality in the classroom setting. In addition, Hoogveld (2003) also states that in order to determine how teachers can be supported in their struggle to design learning tasks, it is important to explore what the instructional design methods they actually use in their current daily practice. Therefore, the result of this research may provide an idea about how teachers can be supported in redesigning instructional media.

Furthermore, in a country specific manner, Indonesia educational system is centralized and the Ministry National Education is developing curricula, designing instruction, and developing educational material (Kiraz et.al, 2004). In this time even though it is centralized, in 2013 curriculum, English subject in elementary school included into extracurricular. As the result, English is taught in certain time, it could be one hour allocation. It could be done in free time. Teachers face many kinds of problems due not being aware of redesign instructional media. Also, looking through the results of the study, the decision makers will have an opinion about what redesign instructional media that the elementary school teachers create or do not create it in their daily teaching English. Therefore, they would take some initiatives in the areas teachers’ creative skills need to be improved.

Research Design

Most of teachers do not know what the redesigning instructional media exactly means, how and why they do it. Even so, many teachers redesign to some extent even though they are not aware of it. In order to learn their hidden experience with redesigning instructional media, the researcher needs to probe their progress by establishing face to face interaction with the subjects via interview and observation non participation, documentation. Morse and Richards (2002) clarified that, “If the purpose is to learn from the participants in a setting or process the way they experience it, the meanings they put on it, and how they interpret what they experience, you need methods that will allow you to discover and do justice to their perceptions and the complexity of their interpretations” (p.28).

Participants and Sampling

In this research, participants were chosen from two different public schools located in the southern East Java, in Madiun. Both schools have a good deal of materials, facilities and also most teachers were qualified in their field. While choosing the participant teachers, criterion sampling method was used to gain information from key informants. The researcher tried to reach the key informants by asking the school administrators to find the teachers who redesign their instructional media in their courses. The sample of this study was 4 teachers, 2 from one elementary school and 2 from the other elementary school, especially the English teachers from both elementary schools.

Data Collection and Data Analysis Method

The researcher conducted semi-structured interviews with the teachers in order to find out what is on their mind, what they do to redesign and how they redesign the instructional media in teaching English. The interview sections took approximately 60 minutes and it was taped recorded all the interviews. To support the interview results, the researcher conducted some non-participation observations with the same teachers. The researcher observed one lesson hour of the teachers interviewed. Therefore, the data was triangulated by obtaining data from the same participants through two different methods, observation, and interviews.

Then, the researcher transferred all transcribed interviews to the computer immediately after conducting in order to prevent any data loss. Then, the researcher read them carefully to maintain inter-coder reliability. Next, the researcher made “a line by line analysis” in order to have a greater analysis of what the concepts mean. The researcher tried to code the transcripts by giving a name to the concepts after breaking the data into discrete incidents, ideas, events, and acts. After coding process, the data were grouped their steps in redesign the instructional media and categorized them under more abstract explanatory terms, categories or themes. Finally, the researcher wrote up the results by giving information about determined themes. Finally, the researcher wrote up the results by giving information about determined themes and categories.

In addition, the researcher dealt with the validity and reliability issues by using some different strategies. First, some colleagues and teachers reviewed the interview process in some time intervals from the beginning to the end. Second, all the data analysis and data collection steps of redesigning media were written in a detailed way.
Findings

After analyzing interview and observation results, much valuable information was gained about teachers’ redesigning instructional media. In order to answer the research questions, the results of the study was written under three headings. Redesign Instructional Media in teaching English in elementary school meant the use of instructional media and technique which were chosen by the students as self autonomy learning. In this case, teachers offered the students to choose the preferred media and technique by conducting three phases (analysis, design, implementation).

Analysis

Before designing their lesson or lesson plan, participant teachers made some analysis. As shown in Figure 1, teachers considered many different issues while deciding on the objectives of the lesson, instructional method/activities, instructional media, and materials. They did those analysis whether in their mind or written in the lesson plan before coming to the class.

In Indonesia, the objective set forth by the Ministry of National Education in curriculum. Most teachers found that all the objective should be suitable to the condition of students in teaching English, so they had some problems with applying these objectives. In 2013 curriculum, English was local content or extracurricular, here the teachers were invited to develop all their creativity by themselves. They said that the objectives changes with the school environment, students interest, their prior knowledge, class capacity and need of the class. One teacher said that MNE does not know each classes’ needs as schools in different regions and with diferent culture and environmental conditions differ higly from each other. Thereof, objectives changes from one school to another and also from one class to another at the same school. Likewise, although teachers said to consider many different issues while deciding on the instructional media, methods or activities. In this case, English as extracurricular activity so it was not as compulsory subject like others. Then teachers should be creative. The word creative means teachers consider some steps as the main items explained above as the basic reason to
determine the next step in redesigning the instructional media. By doing so, the teachers tried to invent some new ways in order to find a suitable media in teaching English.

**Design**

In this phase, the teachers applied some steps as follows: 1) The teachers conducted students’ need analysis; 2) They needed to know students interest, need of class, their grade level, their prior knowledge, the preference of learning style; 3) delivered the content; then 4) used the existing and interesting media, here and now topic; 5) modified and adjusted instructional technique; 6) asked the students to guess the vocabulary; and 7) practiced and drilled their pronunciation.

All those steps were main items which the teachers considered by using audiovisual media, DVD as cartoon film, comics, game, storiesbooks. All those instructional media were displayed then the students could choose which instructional media they preferred to use in learning English. Here the displayed instructional media could be added by providing students’ ideas.

**Implementation**

This phase the teachers redesign instructional media by developing the minimum curriculum creatively, including:

1) Teachers chose the students’ preference technique for example TPR or self autonomy learning. In this case teachers played a film under a title “Winnie the Pooh” twice or more based on the students’ need. It meant that they could watch the film, they really understand the vocabulary meaning and the correct pronunciation of those characters in that film.

2) It is an easy topic for the elementary students because it was known by most of them. They chose cartoon film as the media in learning English since the students preferred the audiovisual media.

3) In this phase while the students were watching film, they were guessing the unfamiliar vocabulary by seeing the movement or audiovisual; and practicing pronunciation. They imitated the utterances which were performed by the characters in Winnie the Pooh Film. Then they practiced drilling their pronunciation especially the vocabulary related to topic in the film.

4) The film usually do not use the standard register. It only used the simple terms or daily utterances.

5) The second film was Ipin dan Upin cartoon. It used here and now topic. The theme and term used by the characters were familiar topic. In this case, the students could guess the unfamiliar vocabulary because they used some English register.

Beside all of those implementation, the teachers improvised their ideas by dispalying all the students’ progress result such as students’ vocabulary sheet and phonetics transcription of simple vocabulary on displayed board. By displaying their works it could motivate them to find other interesting instructional media. In this way, teachers could coordinate and cooperate with the students as teamwork.

In fact, the teaching and learning process in elementary schools needed a new atmosphere of learning English. Redesigning curriculum considered main items including students’ need analysis, students interest, need of class, their grade level, their prior knowledge, the preference of learning style, audiovisual and interesting media, here and now topic, modified and adjusted instructional technique. It could lead teachers to redesign the instructional media by accepting and discussing the students’ need to find the suitable and enjoyable media of learning English (as the reason why the teachers redesign instructional media).

**Conclusion and Recommendation**

By considering main items and using those three phases teachers could redesign the instructional media; find suitable technique based on the students’ preferences, use the here and now topic, ask students to guess the vocabulary, practice and drill their pronunciation. The reason why they redesign it because English as minimum curriculum could be developed by moving on the teachers’ creativity, as extracurricular, it should be developed and managed based on the schools’ characteristics related to their vision and mission. This research will be good input for local education official to support developing curriculum and empower the elementary schools’ teachers initiate.

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**Biodata**

Dwi Astuti Wahyu Nurhayati is an English lecturer at Institute of State Islamic Studies Tulungagung, East Java Indonesia. Her undergraduate degree is taken in Jember University (1999), and she is an English Department graduate of UNS (2008). Now, she is pursuing her doctoral degree, Descriptive Linguistics in University of Sebelas Maret. She has presented her work at international conferences in the areas of language teaching and linguistics, APELA (2012), TEFLIN (2012-2013), KIMLI (2014). Her research interests include instructional media, discourse analysis, SLA, English for Young Learners, Morphology. She can be contacted at dwiastuti76@yahoo.co.id or dwiastutis07@gmail.com.