

The Importance Of Props For English Learning In Elementary School

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Abstract

The purpose of this activity is to determine the effect of learning media or teaching aids in learning English in elementary schools. This study uses classroom action research, in this study we get data that many elementary school students still have difficulty in learning English. Can increase the focus of learning on students and make students more enthusiastic about learning. Through flash card learning media, it can improve skills in reading the alphabet and also vocabulary. According to the data we took form several references, one of wich was in MI-Ar Rohman Semarang successfully implemented English learning through flashcard learning media successfully and students could easily learn English. Learned and can increase students' learning motivation.

Keywords: English Learning 1; Props 2; Flashcard Alphabets 3 [Century 10 pt, italic]

Pentingnya Alat Peraga Untuk Pembelajaran Bahasa Inggris Di Sekolah Dasar

Abstrak

Tujuan kegiatan ini adalah untuk mengetahui pengaruh media pembelajaran atau alat peraga dalam pembelajaran bahasa Inggris di sekolah dasar. Penelitian ini menggunakan penelitian tindakan kelas. Pada penelitian ini, didapatkan data banyan siswa sekolah dasar masih kesulitan dalam pembelajaran bahasa Inggris. Melalui media atau alat peraga dapat meningkatkan focus belajar pada siswa dan membuat siswa lebih semangat belajar. Melalui media pembelajaran flashcard dapat meningkatkan keterampilan dalam pembacaan huruf alfabet maupun kosa kata. Sesuai dengan data yang kita ambil dari beberapa referensi, salah satunya di MI-Ar Rohman Semarang berhasil menerapkan pembelajaran bahasa Inggris melalui media alat peraga siswa sekolah dasar dapat mudah untuk di pelajari dan dapat meningkatkan motivasi belajar pada siswa.

Kata kunci: Pembelajaran Bahasa Inggris 1; Alat Peraga 2; Kartu Aplhabets 3

1. Preliminary

English lessons in elementary schools become local content. Local content is a curricular activity to develop competencies that are tailored to the characteristics and potential of the region, including regional advantages whose material cannot be grouped into existing

subjects. Local content contains learning that contains aspects of attitudes, knowledge and skills needed by students to gain knowledge about local potentials and values. In teaching English, curriculum and materials are the basic things that must exist. Because English is very important for their lives in the future.

The English subject in Elementary School aims to make students have the ability to develop communication competence in limited oral form to accompany the action (language accompanying action) in the school context and have an awareness of the nature and importance of English to increase the nation's competitiveness in a global society.

The scope of English subjects in SD/MI includes limited oral communication skills in the school context, which includes aspects of listening, speaking, reading, and writing. Writing and reading skills are directed to support oral communication learning.

English lessons become local content which causes the English learning process to not last long. This causes many students who still do not understand the material given. Not many teachers make learning English fun and easy for students to understand. Thus, teaching aids should be needed to help learning English in elementary schools.

In the 2013 curriculum, English learning is not given explicitly in the curriculum structure, but English subjects can be given as local content subjects, and until now many schools are still oriented to the KTSP in terms of providing 2 hours of English lessons in 1 year. week.

The purpose of learning English in elementary schools is to achieve oral communication competence that integrates all language components, namely vocabulary, grammar, and pronunciation. Students' English competence is measured through the achievement of learning outcomes. Learning outcomes are changes in behavior as a result of learning which includes cognitive, psychomotor and affective aspects. Meanwhile, Dimiyati (2006) defines learning outcomes as the result of an interaction of act of learning and act of teaching. Thus, what is meant by learning outcomes in this article is the results of learning English for fifth grade elementary school students for 2 learning sessions with the topic of Sports which is indicated by their ability to answer questions related to the material taught as an act of teaching by the teacher and act of learning by the teacher student.

To achieve maximum learning, various supports and support for learning are needed, including learning media. present the material. Good learning media are media that can help the process of transferring subject matter well, attract the attention of students, create a pleasant learning atmosphere, and can motivate them. Arsyad (2011) asserts that the learning process can become more dynamic and will achieve the desired goals if added tools or media, such as audio-visual media, print, projectors, films, games, and so on. Yassaei (2012) adds that one of the most popular ways to create a meaningful context for learning English is through the use of media, which can be displayed in various formats, such as print,



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audio, and visual. While Hamalik (in Arsyad, 2011), suggests that the use of learning media in the teaching and learning process can generate new desires and interests, generate motivation and stimulation of learning activities, and even bring psychological effects on students. In line with Hamalik's opinion, Shin (2006) also revealed that one way to increase students' attention and involvement in learning activities requires supporting tools in the form of visual aids, toys, dolls or other colorful objects, which are appropriate with stories or songs used in learning, so that language learning becomes easier to understand.

2. Results and Discussion

1. Media and Props

Props are part of the media, therefore the term media must be understood first before discussing props. Media comes from the Latin "*medius*" which means middle, intermediary or introduction. In Arabic, the media is an intermediary (*wasaii*) or an introduction to messages from the sender to the recipient of the message (Arsyad, 2004). According to Gerlach and Ely (in Arsyad 2004) if the media is understood broadly as a human, material, or event that builds conditions that make students able to acquire knowledge, skills or attitudes.

According to Hamidjojo in Latuheru (1993) media is defined as all forms of intermediaries used by humans to convey or spread ideas, ideas or opinions so that the ideas, ideas, or opinions found reach the intended recipient. While AECT (Association of Education and Communication Technology) defines media as all forms and channels used to convey or deliver learning messages.

The use of learning media does not have to be seen or assessed in terms of the sophistication of the media, but what is more important is its function and role in helping to improve the quality of the learning process. Hamalik (Arsyad, 2004: 15) says that the use of learning media in the teaching and learning process can increase new desires and interests, generate motivation and stimulation of learning activities, and even bring psychological effects on students.

2. Definition of Props

Learning aids are all objects and facilities that can be used in the learning process in order to clarify and make it easier for students to understand the subject matter. According to Gumawam (1996) defines learning aids (audiovisual teaching aids) are tools used by teachers when teaching to clarify subject matter and prevent verbalism in students. According to Surya (1992) suggests that teaching aids are one of the factors to achieve the efficiency of learning outcomes. Meanwhile, according to Sujana (1990) teaching aids are tools used by teachers



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to help clarify the subject matter presented to students and prevent verbalism in students. Furthermore, Hamalik (1994) emphasized that learning aids are all tools used to help students do the act of learning, so that learning activities become more efficient and effective.

Based on these understandings, it can be concluded that teaching aids are everything that can be used in the learning process in order to achieve learning objectives.

3. Types of Props

Props consist of various types, from the simplest forms to the most modern forms such as electronic tools. According to Cece Wijaya, et al. Props can be classified into several sections:

- a. Picture
- b. Sketch
- c. Image projected with Opaque Projector
- d. Diagram
- e. Chart
- f. Real thing
- g. Model
- h. Sample
- i. Counterfeit tool
- j. Diorama
- k. Exhibition

4. Props Function

In order for students to more easily understand the English material given, it is necessary to introduce real examples. One way is to use learning aids. The functions of teaching aids according to Nana Sudjana in her book (2002, 99-100) include:

- a. The use of teaching aids in the teaching and learning process is not an additional function, but has its own function as a tool to create an effective teaching and learning situation
- b. The use of teaching aids is an integral part of the objectives and content of the lesson
- c. Teaching aids in learning are not merely entertainment tools or complementary tools



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- d. Teaching aids in learning are prioritized to accelerate the teaching and learning process and assist students in capturing the understanding given by the teacher

5. Benefits of Using Props

The benefits of teaching aids in the teaching and learning process are:

- a. Benefits for students
 - Learning activities are more interesting and not boring for students, so that students' learning motivation will be higher
 - Student activities are more comprehensive and more active because they can be done in ways such as observing, asking, proving, testing facts and others
 - Students can understand and appreciate the aspects of life that exist in their environment, so that they can form a person who is familiar with the life around them.
 - Can provide selective examples
 - Can stimulate analytical thinking
 - Can create a learning situation that is not burdensome or stressful
- b. Benefits for teachers
 - Can provide guidelines in formulating learning objectives
 - Can provide systematic teaching
 - Can facilitate learning control
 - Can help accuracy and thoroughness in presentation
 - Can generate confidence in teaching
 - Can improve the quality of teaching

6. Selection of Teaching Aids in The Learning Process

The selection of teaching aids according to William Burtman in the book on the basics of the teaching and learning process (Nana Sudjana: 2002) includes:

- a. The teaching aids chosen must be in accordance with the maturity and experience of students as well as individual differences within the group
- b. The tools selected must be appropriate, adequate and easy to use
- c. Must be carefully planned and checked in advance
- d. The use of teaching aids is accompanied by continuation, such as discussion, analysis and evaluation
- e. In accordance with the ability of the cost limit



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7. Use of Teaching Aids in Learning English in Elementary Schools

Props that can be used in learning English in elementary schools, for example, are alphabet cards. Alphabet cards are one of the innovations of learning media as teaching aids in learning English. Alphabet cards are props in the form of cards that contain letters and pictures. How to use it, the alphabet cards are scrambled and then students choose one card. Next, students say the listed alphabets. After that, students take turns to mention the card that has been selected. This is done repeatedly until all students get the card and can mention the names of letters and examples of words in everyday life.

Alphabet cards are one of the teaching aids that can be used to assist teachers in delivering English material. The alphabet card is in the form of a card in which there are letters of the alphabet from A to Z and in it also contains the names of objects that use the prefixes from A to Z as well. This teaching aid is very helpful for the teacher in providing a direct description of what he is conveying so that it is easier for students to digest what they get.

How to use the alphabet cards props:

- a. The teacher explains the material of the alphabet and nouns to the students.
- b. After that the teacher distributes the alphabet cards one by one to the students.
- c. One by one the students who got the cards were asked to read the alphabet cards they got, such as the letter A Apple and so on.
- d. Students are asked to memorize what they have read.
- e. After they memorized what they got, then the cards from each student were exchanged in turn.
- f. And students are asked to read and memorize it again.

After learning using alphabets cards, students and teachers reflect. Discuss what words the students mentioned from the alphabets. Then the teacher can add or correct certain passages. Students who can say many words may get a gift or appreciation from the teacher so that students are more enthusiastic in learning

3. Conclusion

Teaching aids have a very important role in learning English to facilitate the delivery of messages from teachers to students. Teaching aids are tools to bridge the community between teachers and students which have the benefit of minimizing the occurrence of misunderstandings of interpretation. With props, students will also be more interested in



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learning and the learning atmosphere will be fun and not boring so that it can be an attraction to cut students so they are more enthusiastic about learning. For this reason, there are many things that are considered for teachers regarding the need to use visual aids as intermediaries to convey messages to students. There are many benefits that can be obtained by using teaching aids in learning, especially in English subjects which are a foreign language in Indonesia.

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