

Exploring the Experiences and Perceptions of Electronic Learning Media Using for Vocabulary Learning at Global Nusantara Kindergarten, Sampit

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Melisa Indrianie Effendi, Denni Sinaga, Akhmad Fauzan, Misrita

Universitas Palangkaraya

INTRODUCTION

Children's brains are **highly plastic**

- Absorb and process new information
- Learn from surroundings and experiences
- Has good imitation skills to mimic what they see
- Easily grasp speech in a language and imitate and remember it well

Vocabulary cannot be separated from the four skills in language

- Vocabulary is the foundation of a language
- By having a wide range of vocabulary, young learners can build their language foundation

Technological advances have penetrated various aspects of life

- Electronic media have filled every aspect of the children's environment
- Young children to be more attached to the electronic media
- Teachers as educators must also take advantage to integrate them into teaching

- Implemented the National Plus Curriculum
- Encouraged students to understand and use English vocabulary
- Used electronic learning media in teaching and learning vocabulary

Global Nusantara Kindergarten

- Have short attention spans
- Easily distracted
- Get bored quickly
- Less exposed to English

Challenges

- To explore the teachers experiences and perceptions in using electronic learning media for the introduction and learning of English vocabulary in their classes (**the implementation, effectiveness, challenges, and strategies**)
- Understand the perceptions of students' parents

Aims

LITERATURE REVIEW

- Vocabulary refers to the collection of words that a person knows and uses in a particular language, such as English. It encompasses the knowledge and understanding of words, their meanings, and how they are used in context (Tri Widyahening & Sufa, 2021).
- According to Hatch and Brown, one of the steps to mastering vocabulary is to have a media to combine with new words. Media can be provided by the teacher or can also take the form of pictures, diagrams, photos, and so on. Pictures aid students in recognizing new words because they enable students to build their knowledge from visuals (Soraya et al., 2021).
- Young learners are children that enjoy playing and learn best when they are having a good time. They do not always realize they are learning a language (Anggraini, 2021).
- Electronic media relates to materials, equipment, and processes that utilize electronic technology to pass on information, knowledge, and ideas to students living in society (Phupunna, 2023).
- To improving the quality of the results of the study, electronic media can also help increase understanding, presenting interesting and reliable data, eases data interpretation, and condense information (Wagania et al., 2017).
- Harmer stated that young children are: (1) respond to meaning even if they do not understand individual words, (2) often learn indirectly rather than directly, (3) understanding comes not just from explanation but also from what they see and hear and, crucially have a chance too touch and interact with, (4) generally display an enthusiasm for learning and a curiosity about the world around them, (5) need individual attention and approval from the teacher, (6) enthusiastic to talk about themselves, and respond well to learning that uses themselves and their own lives as the main topic in the classroom, and (7) they have a limited attention span (Zamzani, 2019).

METHOD

- In this research, a case study was applied as the research method and the data were qualitative data where the setting of this study is Global Nusantara Kindergarten in Sampit.
- The participants are 8 students, the English teachers, and the parents.
- For data collection :
 1. Conducted **participatory observation** where the researcher observed directly and participated in classroom learning to focus on observing teacher-student interactions during the implementation of electronic media learning in the classroom, and to found out how and what electronic media teachers used for teaching vocabulary.
 2. Conducted **in-depth interviews** to find out **teachers' perceptions** regarding its effectiveness, challenges, and strategies of electronic media in learning to support vocabulary learning.
 3. Interviewed several parents of students to obtain their perceptions regarding the use of electronic media in learning, how much the use of electronic media supported learning, and what their concerns and hopes were regarding the use of electronic media in early childhood vocabulary learning.
 4. Analyzed all the data that had been obtained and presented the findings.

FINDING AND DISCUSSION

1. The Implementation of The Use of Electronic Media By English Teacher In The Classroom For Teaching Vocabulary

Class	Session	Types of Electronic Media	Device/Platform	Learning Material
K1	1 (week 1)	Hardware and software	Laptop, LCD projector, pictures on Power Point, and video from YouTube	"Parts of the Body"
	2 (week 1)		Laptop, LCD Projector, Cram	"Parts of the Body" Flashcard
	3 (week 2)		Laptop, LCD Projector, Wordwall	Parts of the Body Quiz
	4 (week 2)		Laptop, LCD projector, pictures on Power Point and video from YouTube	Animated video of "Parts of the Body"
K2	1 (week 1)	Hardware and software	Laptop, LCD projector, pictures on Power Point, and video from YouTube	"Transportations"
	2 (week 1)		Laptop, LCD Projector, Cram	"Transportations" Flashcard
	3 (week 2)		Laptop, LCD Projector, Wordwall	"Transportation" Quiz
	4 (week 2)		Laptop, LCD projector, pictures on Power Point and video from YouTube	Animated video of Transportations

FINDING AND DISCUSSION

2. Effectiveness, Challenges, and Strategies of the Use of Electronic Media By English Teacher in the Classroom For Teaching Vocabulary

Effectiveness

- a. The English teacher discovered that students were more attentive when learning through electronic media than when simply using textbooks. Later, when repeating the images in the PowerPoint without assistance, some students began to correctly name the objects/vocabulary that matched the images they saw.
- b. The English teacher used flashcards she had created using "Cram" and asked the students to name the vocabulary on the flashcards. The teacher found that when the students looked at the flashcards on the screen, they could name them well with the teacher's assistance.
- c. The English teacher used "Wordwall" to assess how well the students had remembered the vocabulary taught earlier. All students were able to respond very well.
- d. In the final session, the teacher displayed animated videos obtained from YouTube. These videos were short stories related to the learning material. Then, she repeated the songs taught in previous sessions. This was done to reinforce the students' memory of the vocabulary they had learned.

Challenges

- a. The limited availability of LCD projectors at the school.
- b. Sometimes there was also a slight disruption to the internet network available at school but it did not last long so it was not too much of a problem.
- c. During the implementation of the lesson, there was actually one student who could not fully focus when using electronic media because the electronic media-based learning was aimed at all students simultaneously. There was one student who required special attention from the teacher.

Strategies

- a. Created detailed lesson plans to ensure appropriate times when LCD projectors were needed and communicated with other teachers to avoid scheduling conflict.
- b. Downloaded the necessary songs or animated videos in advance so that they could still be accessed offline.
- c. Prepared a personal internet quota as a precaution and also printed the assessment results of Wordwall.
- d. Implemented differentiated instruction.
- e. The teacher used flashcards from "Cram" that had been printed out. During this session, with the printed flashcards, the teacher focused on each student individually. At this stage, the teacher is usually accompanied by a teaching assistant.

FINDING AND DISCUSSION

3. Teacher and Parents Perceptions of The Use of Electronic Media In The Classroom For Teaching Vocabulary

English teachers had a positive perception of the use of electronic media in vocabulary learning for kindergarten or young learners.

It was easy for students to absorb and remember the learning material, which in this case was a collection of new vocabulary that they had acquired.

However, she also mentioned that learning could not only be done through electronic media; conventional learning media also needed to be utilized.

Additionally, teachers needed to pay attention to the students' conditions to ensure they were truly ready to receive electronic media-based learning.

She hoped that the school can provide more complete and adequate electronic learning media and provide support and encouragement for teachers to be able to develop and implement learning using electronic media in the classroom.

From the parents' perception, they said they supported the use of electronic media in learning as long as it was controlled and not excessive.

Some parents initially worried about their children being overly exposed to gadgets. However, after initial communication with the English teacher, they understood that the use of electronic media was not excessive and was used only as a supplementary tool.

All parents who assisted their children with learning at home agreed that the children were able to correctly name the vocabulary related to the material taught.

Parents also hoped that teachers could develop learning methods using electronic media in every lesson while remaining wise in selecting media that was appropriate for the students' developmental stages.

CONCLUSION

According to the teacher's perception, using electronic learning media significantly aided students in gradually and accurately remembering the vocabulary taught. However, children's learning styles varied. There was one child who needed special attention and guidance from the teacher during learning. As a result, the teacher implemented differentiated learning styles. The teacher also incorporated conventional media such as printed flashcards. This was intended to ensure that all students had a fun and varied learning experience while still achieving the learning objectives.

The parents were initially worried that their children were too exposed to electronic media, but the English teacher communicated so that they understood how to control the use of this media for children and how this media helped children's vocabulary learning at school. The parents also expressed support for using electronic media in learning, and they found that their children's understanding of learning materials improved when guiding them in their studies at home.

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THANK YOU!

