IMPROVING EARLY CHILDHOOD TEACHERS' SKILLS IN CREATING ANIMATED ENGLISH LEARNING MEDIA THROUGH POWERPOINT-BASED ANIMATED MEDIA TRAINING

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Abstract

The issue addressed in this study is early childhood teachers' limited ability to create animated English learning media. Training is one strategy for enhancing teachers' competence. Among the abilities is the ability to create animated educational media. The purpose of this study is to determine the effect of animated learning media created with Powerpoint on the ability of early childhood teachers to create animated English learning media. The descriptive qualitative method is used in this study. The respondents in this study included 29 respondents who participated in the introductory research stage and 14 respondents who participated in the training stage. The results indicate that training is being conducted to improve early childhood teachers' abilities to create animated learning media using Powerpoint. As a result, they can incorporate these learning media into their English instruction.

Keywords: English Learning Media, Early childhood Teacher Training, Animation

Abstrak

Masalah dalam penelitian ini adalah rendahnya Keterampilan guru PAUD dalam membuat media pembelajaran animasi untuk pengajaran Bahasa Inggris. Pelatihan adalah salah satu upaya untuk meningkatkan kompetensi guru PAUD, salah satunya keterampilan membuat media pembelajaran animasi. Tujuan dari penelitian ini adalah untuk menelaah dampak pelatihan pembuatan media pembelajaran animasi berbasis Powerpoint terhadap Keterampilan guru PAUD dalam membuat media pembelajaran animasi untuk pengajaran Bahasa Inggris. Penelitian ini menggunakan metode kualitatif deskriptif. Responden yang terlibat dalam penelitian ini terdiri dari 29 responden yang berada dalam tahap penelitian pendahuluan, dan 14 responden sebagai peserta pelatihan. Dari hasil penelitian diketahui bahwa pelatihan yang dilakukan dapat meningkatkan keterampilan guru Paud dalam membuat media pembelajaran animasi berbasis Powerpoint sehingga mereka dapat mengembangkan media pembelajaran tersebut dalam pengajaran Bahasa Inggris.

Kata kunci: Media Belajar Bahasa Inggris, Pelatihan guru PAUD, Animasi

INTRODUCTION

English has become a world language, that is often used in national and international communication. Most countries in the world, including Indonesia, consider English as a very important foreign language to be mastered, in order to have competitiveness in the wider era of globalization. Therefore, teaching English should be introduced from an early age, because it will be a very valuable asset and become one of the indicators that determine cognitive development in the future.

Recognizing the importance of English role, particularly with regard to human resources, who have the ability to communicate in English, Indonesian government has issued the Republic of Indonesia Constitution No. 2/1987, concerning the National Education System, followed by Government Regulation No. 28/1990, which explains human Resource Development. Early childhood education is very important, because basically early childhood has a very high curiosity about something new and they have not known before. In addition, language education in early childhood plays an important role in their development and growth. This is in accordance with Chomsky's theory (1999), regarding second language acquisition, that at an early age, children will easily acquire or learn something new, especially language learning (Masruroh et al., 2018).

However, on the other hand, there are negative issues related to teaching English for early childhood. Some teachers are considered to lack of competence in teaching English, especially the problem of teaching techniques (Masruroh et al., 2018). Moreover, English learning in the Early childhood Education level, generally still uses a blackboard or white board as a learning media, so it takes a lot of time to write or draw an object (Kusnadi et al., 2018).

Another finding is that early childhood generally finds it easier to understand English by using audio-visual media. However, the main problem faced by the teachers are the lack of teaching materials, that are specifically designed for early childhood English learning. Consequently, the teachers only use general teaching materials that they get by downloading the video from several sites on the internet (Asiyah., 2018). In fact, in the use of learning media, teachers are required to always follow the progress of information and communication technology. They should be familiar with activities that involve operating a computer. At a higher level, teachers are required to be able to design and develop their own learning media (Ardiansyah, 2020).

The most developed learning media at this time is computer-based learning media. One example of the simplest and easiest computer-based learning media which can be made by the teachers is Powerpoint-based learning media (Ardiansah & Miftakhi, 2019). Powerpoint is an application program from Microsoft that can be used to make presentations, either to conduct a meeting or to plan other activities, including being used as a learning media in schools. Besides, according to Daryanto (Ardiansah & Miftakhi, 2019), Powerpoint has various advantages, as well as interesting presentation, because there are games of color, letters and animation, and it stimulates children to find out information about teaching materials. Nevertheless, the use of this learning media has not been developed optimally.

One feature that can be developed from Powerpoint is Animation. Animation is a visualization technique that is widely used in the world of education today. It is excellent if it is used in learning media (Rosmiati et al., 2020). Animations for educational benefits can be developed

according to the needs and learning levels of young learners. The teacher can determine what types of animation are suitable for learning (Wiyaka et all., 2012). In other words, the selection of animation is adjusted to the character of young learners, where at their age the ability to absorb audiovisual media is very quickly accepted by them.

Another research is also in line with the previous statements. It is stated that animation plays more important role in the classroom. From picture galleries to complicated numerical simulations, animation provides a complementary learning experience. Lots of content have been developed for various disciplines or professional trainings. The traditional education methods usually lack of effective approaches of illustrating an intuitional and clear content, while animation can compensate through the use of new software and hardware techniques (Xiao, 2013).

There are a lot of advantages of using learning media, especially animated learning media. Unfortunatelly, some teachers can not develop learning media because they do not have knowledge and skills. They have never participated in training activities for creating computer-based learning media. Furthermore, one of the weaknesses in the implementation of education and training is the lack of learning media. Therefore, the existence of learning media will be a bridge for increasing teachers' competence in training (Mashoedah, 2015).

According to Saleh (Firdaus, 2014), training is a positive and systematic habit, which can result a change for new perspective and better attitudes, both cognitively, behaviorally and conatively, as desired by the institution or organization. The process of human resource training is one of the institution's efforts to improve the performance of early childhood teachers. The advantage of early childhood education lies on the quality of services provided by early childhood teachers to children as their students. Accordingly, improving the quality of services is an important part of the professional performance of early childhood teachers. Training for teachers is actually the provision of instructions, information, experience and skill improvement in order to carry out their role as professional teachers.

Based on these conditions, the researchers are interested in conducting research on the impact of training on improving the skills of early childhood teachers in creating animated learning media for English learning. As a result, they can incorporate these learning media into their English instruction.

LITERATURE REVIEW
Training is an effort to increase skills and improve employee's performance to achieve organizational goals. However, in fact, many trainings are not effective because after carrying out the training, employees do not experience an increase in performance. Therefore, a trainer must first know the training needs.

Talking about training, the researchers is interested in conducting research related to the importance of English training. The main problems faced by early childhoodteachers are that they do not have an English educational background and experience in teaching English, so they cannot teach English to early childhood properly and correctly. Hence, English language training is needed (Widarwati., 2016).

Based on the introductory study, the resercher found problems that exist in early chilhood education, especially regarding learning English, namely the lack of ability of early childhood teachers in creating animation learning media, namely Microsoft Power Point. Why learning English using animation learning media is important, because it will increase the effectiveness of the language learning process.

Based on this statement, the following are concepts and theories related to the research topic.

1.1 Teacher Training

Teacher training as a program that aims to improve professional and pedagogic competence. It must be carried out and developed continuously to obtain training models that can invite and inspire teachers to improve their competencies independently (Mashoedah, 2015).

1.2 Learning Media

Learning media are not only needed in the school-level learning process (Kindergarten to Higher Education), but are also needed in the learning process in other learning levels such as training and workshops for adult learning (Mashoedah, 2015). Learning media is a component of learning resources, whether it is something that can be seen, heard, read, discussed, and even manipulated, which is used to convey information, which can stimulate students' thoughts, feelings, attention and curiosity, so that the objectives of learning can be achieved.

The criteria that must be considered in choosing learning media, including 1) Accuracy with learning objectives; 2) There is support for learning content/materials; 3) Ease of obtaining the media; 4) Skills of teachers in using it; 5) Available time to use it; 6) In accordance with the level of thinking of students (Ardiansah & Miftakhi, 2019).

1.3 Microsoft Powerpoint

Microsoft Powerpoint is one of Microsoft's applications, in addition to Microsoft Word and Excel which is well known to many people. Microsoft power point provides slide facilities to accommodate the main points of discussion that will be delivered to students. Using animation facilities, a slide can be modified into an interesting way. Furthermore, the facilities, such as front picture, sound, and effects can be used to make a good slide. When this slide product is presented, listeners can be attracted to accept what is conveyed to students. This program is delivered specifically to deliver presentations, whether organized by companies, governments, or individuals (Ardiansah & Miftakhi, 2019).

METHODS

This study uses a qualitative approach with a descriptive method which is the most basic form of research, in order to describe the existing phenomena, both natural phenomena or human engineering. This research aims to produce an overview that explains the impact of English language training on improving the skills of early childhood teachers in creating animated learning media

This research was conducted in Maja District, Majalengka. The research subjects used as data sources in this study were representatives of early childhood teachers from some schools in Maja district, Majalengka Regency, as training participants. The data are as follows:

Table 1. Training Participant Data

No	Name	Institution	Teaching Experience
1	Siti	Tk Sa'adatur rahman	2 years
2	Eneng	Tk al Hidayah Paniis	3 years
3	Anisa	Tk Aisyah	5 years
4	Nesa	Tk Aisyah	11 years
5	Tiara	Tk Aisyah	8 years
6	Mega	Tk Alam Asyifa	5 years
7	Laela	Tk Aisyah	13 years
8	Hilda	Tk Assakinah	10 years
9	Meylani	Tk Fitriyah	12 years
10	Atikah	Tk Budi Asih VIII	21 years
11	Tati	Tk Budi Asih VIII	15 years
12	Lia	Tk Fitriyah	16 years
13	Ayu	Tk Aisyah	4 years
14	Ely	Tk Merpati	17 years

The data obtained from the subject of this research are expected to provide information for the perfection of the research. There are two sources of data used in this study, namely primary data, relating to the main data from the research object, and secondary data obtained indirectly from the research object. Data collection techniques used are interview, observation, questionnaire and documentation studies. To analyze the data obtained in the research, there were steps taken, namely data reduction, data presentation and creating conclusions or verification.

The method used in this training is demonstration. The demonstration method is used to present the material by demonstrating through the steps of the process of creating animation learning media in teaching English. Then, the training participants practice directly in creating animation learning media.

The steps in creating animation learning media are as follows:

1. Preparation
The initial stage is preparation, namely by conducting a preliminary study by asking 29 respondents, who are early childhood teachers from a district, that is Maja district, to fill out a questionnaire containing the problems faced by them in the use of learning media in teaching English. After that, their needs are analyzed in order to get solutions.

2. Training Implementation
In the implementation of the training, the training participants are representatives of early childhood teachers, totaling 14 people. At the training implementation stage, the activity consisted of presenting material about creating of Power Point-based animated learning media in teaching English. After that, the participants were given the practical assignment of creating animated learning media.

3. Reflection and evaluation

The last stage is reflection and evaluation. The purpose of this stage is to make improvements and evaluations of animation learning media for teaching English that have been practiced.

RESULTS AND DISCUSSION

Results

There are many attemps to improve the ability of early childhood teachers. One of them is following technological developments, especially learning media technology that is diverse and interesting. It demands early childhood teachers to be technology literate. The English language training focused on creating Powerpoint-based animation learning media, is one of the activities that aims to improve the cognitive and psychomotor abilities of the teachers. They are from Maja District, Majalengka Regency. The meeting was held on Thursday, June 10th, 2021, from 08.00 to 14.00. This meeting was carried out for three session. The place for the implementation of the training was Tk Mekar Melati. This place is often used as a meeting place for early childhood teachers in Maja district.

Introductory study of filling out questionnaires and interviews result
Based on the question of the difficulty level of teaching English for early childhood, most of them consider english as a quite difficult subject to teach, as shown by the following data :
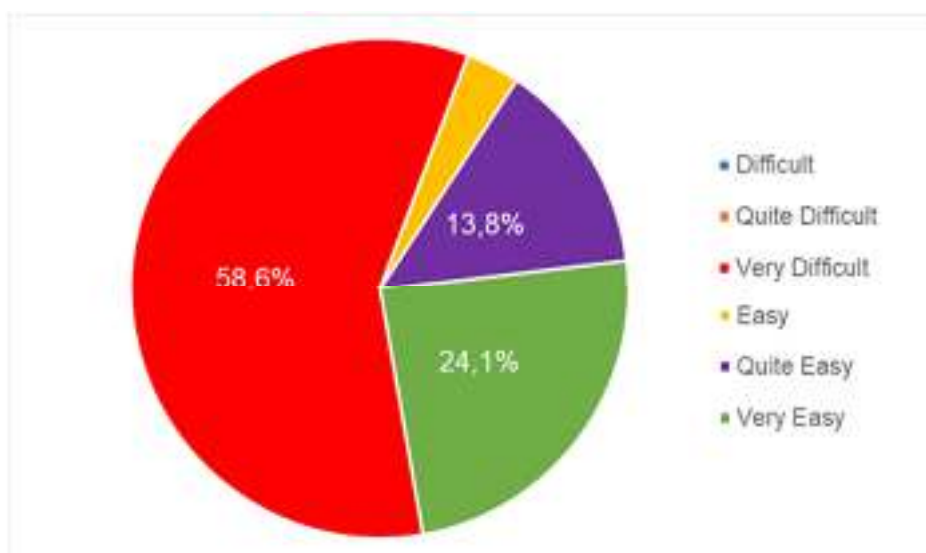

Diagram 1. The Difficulty level of teaching English

From 29 respondents, 59% said that they found teaching English quite difficult, 24% considered it difficult, and 14% considered it quite easy, and the rest considered it easy. One of the reasons is that their backgrounds are not English graduates, so they find it difficult, especially when teaching how to pronounce words correctly. The learning methods that are often used are motion and song. From all of the respondests, around 58.6% have used audio-visual learning media in teaching English, but they are still downloading the media from the internet. The reason for this case is some teachers do not use learning media because of the unavailability of learning media, they are less able to use learning media and more comfortable with conventional methods. Evenmore, there are also those who have no problems at all but they have no initiative to use learning media

Other findings related to the use of Powerpoint learning media in teaching English are as follows :
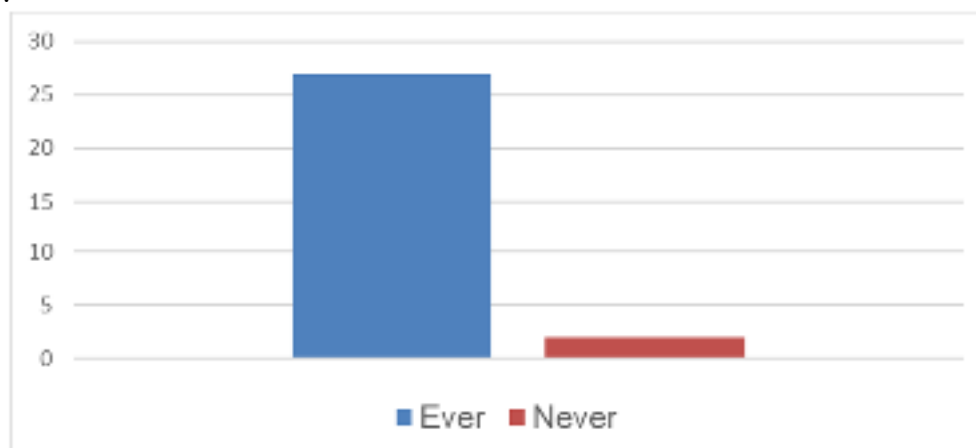

Diagram 2. Experience using Power Point media

This data is quite surprising, because from the question about the experience of early childhood teachers in using Powerpoint learning media, it turns out that only about 2 (7%) have ever used Powerpoint learning media in teaching English, so this training must explain from the basic of what Powerpoint learning media is and how to make this Powerpoint-based animated learning media.

From this information, the researchers argue that early childhood teachers in Maja District, Majalengka Regency, still lack of the skills to use and create Powerpoint-based animated learning media, especially in teaching English. Based on information from the results of the study through interviews, they are interested in using this animated learning media and applying it in teaching English. However, they rarely take part in training to improve their ability or skills in teaching, especially skills in creating learning media.

Teaching English for early childhood is not focused on memorization, but rather on interesting teaching materials that help students remember and practice it in their daily life. Therefore, the researchers held training on creating animated learning media for English learning. From this training, it is expected that early childhood teachers will be able to create their own animated learning media as a complement for teaching English to make it more interesting, so that students can improve their abilities in learning English.

Training Implementation
There are two activities at the implementation stage of the training, namely the presentation of material and practical assignment for creating animation learning media. The material presented was an introduction to the various features in the Animations tab and their functions. In addition, material about Pronunciation was also presented. The teachers were introduced to symbols in English to better understand how to pronounce words correctly. Besides, a link to learn Pronunciation was also introduced, then, they can improve their abilities, especially in pronouncing words properly and correctly. To motivate the teachers in participating in this activity, there were games on how to read sentences properly and correctly. At the end of the presentation, there was question and answer session about the material.

After completing the presentation of the material, the teachers were given practical assignments to create animated learning media for teaching English with a theme of their own choosing. The researchers as well as the fasilitator of the material participated in guiding the implementation of the training, especially when the teachers found difficulties during the practical assignment in creating animated learning media. The data obtained from the results of the training are as follows:
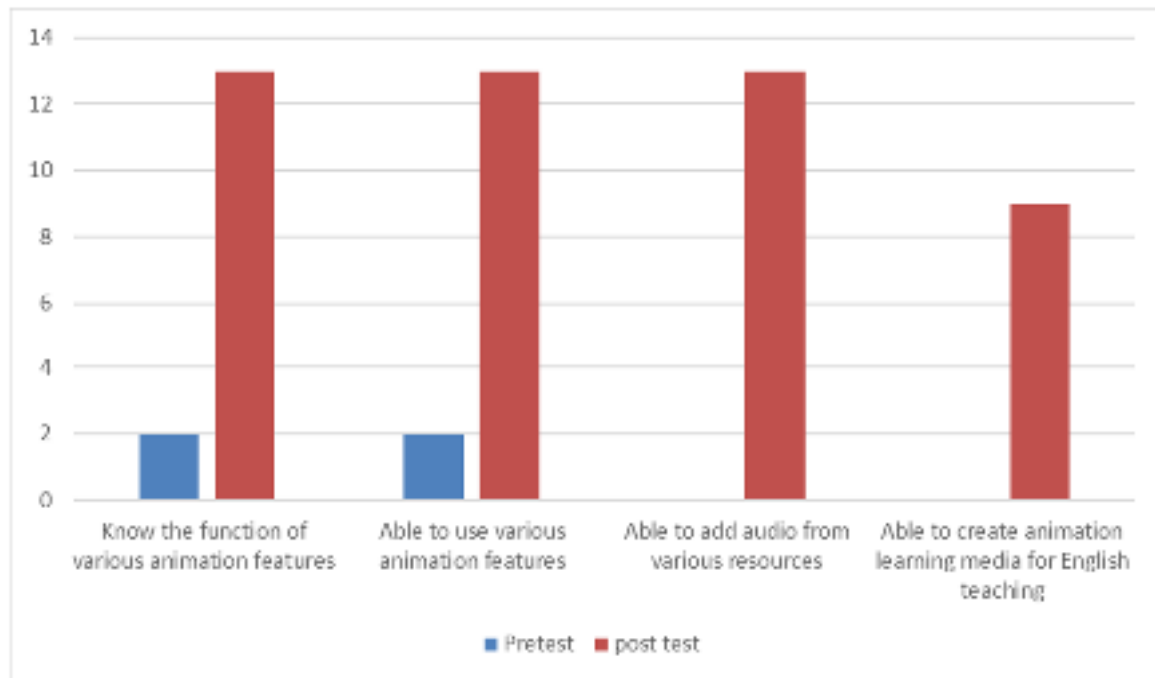

Diagram 3. Training Results

From the table, it can be explained that after the training, all training participants knew the functions of various animation features, with an increase of about 85%. Moreover, the same improvement occurs with the ability to use various animation features. Before training, teachers cannot add audio from any sources, and after training, all participants can add audio from various sources. In creating learning media, the researchers gave one hour for the practice of creating media. From the specified time, it turned out that only 69% or about 9 people were able to make Powerpoint-based animated learning media for teaching English.

In addition to the implementation of creating learning media practice, training participants are also required to be able to improve their pronunciation skills. Based on introductory data, Pronunciation is the part of teaching English that is considered the most difficult. The following is a diagram of the results of filling out the questionnaire :
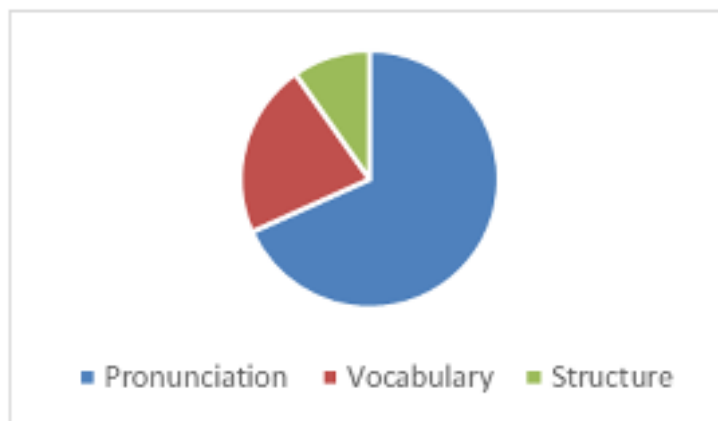
Diagram 4. Obstacles in teaching English

From the diagram above, about 28 people or 97% of the respondents think that Pronunciation is the most difficult problem in teaching English. This finding is the reason why this English training is more focused on Pronunciation training.

The material they have taught is mostly Color material. Therefore, in this training, the researchers provided pronunciation training using words on the Colors theme. The following is the pretest and posttest data from the Pronunciation training for the colors theme :

Table 2. Pretest and Post test results

No	Name	Pretest	Post test
1	Siti	78	86
2	Eneng	76	86
3	Anisa	82	94
4	Nesa	72	88
5	Tiara	70	84
6	Mega	68	88
7	Laela	74	90
8	Hilda	74	86
9	Meylani	80	96
10	Atikah	70	88
11	Tati	74	88
12	Lia	70	90
13	Ayu	78	90
14	Ely	72	88

The number of vocabularies given is 20 basic color vocabulary. Before the training, the mistakes that were often said by most of the trainees were the words Dark Red, Orange, Pink, Red and Green. After training, the words that were often mispronounced were dark red, orange and pink. Errors in the pronunciation occur due to various factors, one of them is because they are not used to pronouncing these words properly and correctly. They teach how to pronounce these words only based on their understanding and knowledge without checking first how to pronounce the words.

From the results of the pretest and protest, it can be seen that after the training there is an improvement in the pronunciation of words with the Colors theme. During the training, they were asked to continue to practice about how to pronounce all words well, and they could check it by looking at a dictionary or using the internet by paying attention to symbols in learning English Pronunciation.

Evaluation

At the end of the activity, an evaluation of the training activities was carried out. The evaluation was carried out by filling out questionnaires and interviews to find out the obstacles faced, so that there was a need for reflection and evaluation as improvements to overcome these obstacles. The application used by researcherss in carrying out this training is Ms. Powerpoint 2019, while at the time of implementation there were several teachers who used different versions, so they were different in appearance. In addition, almost all of the training participants were not familiar with the use of this Powerpoint-based animated learning media, so the material was presented using simple examples.

Based on the evaluation results, the researchers did a reflection, namely explaining the appearance of Ms. Powerpoint. There are different versions of Powerpoint, so that the teachers do not feel confused in practicing the creating of this learning media. The explanation of the material must also be delivered in stages so that all training participants could follow it well.

Generally, the training went effectively and based on the responses of the teachers from the interviews and questionnaires, they were very enthusiastic and highly motivated in participating in this training. They consider that this activity is very useful because it can increase their knowledge and skills as well as new experiences for them, so that they can improve their competence.

Discussion

The results of data analysis show that the impact of English language training on the skills of early childhood teachers in Maja District, Majalengka Regency, in creating animated learning media is that teachers are able to master how to create Powerpoint-based animated learning media for English learning. By increasing the skills of creating animated learning media, it is hoped that early childhood teachers can further increase their creativity in creating learning media. This is very important, because the teaching obstacles experienced by early childhood teachers are communication barriers, learning methods, materials and costs as well as the use of technology (Agustin et al., 2020).

To overcome communication barriers, especially in teaching English, the researchers provide Pronunciation training. Pronunciation is important in English learning and some teachers find it difficult to practice and it influences their performance in teaching English. One of the reasons is in accordance with the statement that teaching to early childhood will be fail if the teachers are not able to create pleasant learning situations. Some possible risks can occur during teaching English. It has been described by Sutrisno (Prayatni, 2019), such as if the teachers teach students without any education skill or adequate training, the students will get the risk of losing the opportunity to have good pronunciation, because they imitate inappropriate pronunciation as exemplified by the teachers.

Therefore, through this training, it is expected that early childhood teachers will no longer make mistakes in pronouncing English words when they are teaching English, either directly or indirectly, by adding audio with their own voice into this Powerpoint-based animated learning media. This learning method is a new method for them, and by using this method they can increase creativity in creating learning media. This creative product is not the discovery of something that has never been known to people, but is something new for themselves as an early childhood teachers or something new for the students (Indriyani, 2019).

For some teachers, this creative product can be the new thing. However, it can be the solution for Another obstacle found by the teacheres, that is developing materials. Early childhood teachers can develop materials by creating animated learning media, because as claimed by Daryanto (Ardiansah & Miftakhi, 2019), Powerpoint can display interesting material because there are games of color, letters, and animation on it. Certainly, the use of Powerpoint does not require expensive costs because this application is an application belonging to Microsoft, in addition to Microsoft Word and Excel, which is already on laptop or computer.

The use of Powerpoint learning media also provides solutions in the use of technology. Through this training, early childhood teachers can improve their knowledge and skills in the development of learning media, especially animated learning media. Therefore, it is expected that by mastering the ability, they can increase interaction with their students. This statement is in the same opinion as Mashoedah's statement (2015), which states that a technology-based learning environment can help improve interaction between teachers and students, so that the teaching and learning process will lead to students, so students will understand learning materials faster.

Talking about technology-based learning, beside giving benefit to make students learn faster, it can can play a crucial role in development of language or second language, in regarding to students as young people. By using technology, the classroom will be more flexible and communicative (Dewi, 2019). We can find many ways to attract students' motivation to learn English with technology involving Animated English learning media. Another benefit for students is they are introduced to technology and it influences their motivation in learning. Çelebi-Öncü (Can-Yasar et al., 2012) states that it is vital that children are introduced to technology at early ages. The reason is because educational environment surrounded by suitable technological materials will support children's development and increase their motivation to learn.

One of motivations to learn deals with language learning, and English can be an example. McCarick & Xiaoming (Can-Yasar et al., 2012) give their statement that With regard to language development, technological products give the chance for children to speak, think, listen, tell and communicate with each other positively. Thus, it affects the children to improve word treasure, receptive and productive skills, communication skills, reading and writing skills, audio-visual perception skills, and the skills to express emotion, feeling and dreams.

Moreover, besides giving motivation to learn, using animated English learning media is an effort to develop early childhood students in learning English. Aprinawati (Sari, 2020) explains that Early childhood education has a major role in developing children's language skills. It is because Children's language skills can develop optimally, if they get the right stimulus wich

deals with its development. Children need to continuously train their language skills by stimulating them to speak so that so that they will have no difficulty in delivering anything. From this explanation, finally, this training can motivate early childhood teachers to continue learning and developing themselves. This is in accordance with the purpose of this training, which is to improve skills in creating Powerpoint-based animated learning media. Mastery of this skill is very important, because as stated by Binhan (Rusli et al., 2020), in its application, Pointpoint can assist teachers in preparing presentations of teaching materials to their students. In addition, this training is very important because teachers training is a program that aims to improve professional and pedagogic competencies, which must be carried out continuously in order to increase their competence independently (Mashoedah, 2015).

CONCLUSION

Based on the results of the research discussion, the researchers can draw conclusions, namely the impact of the training in creating animation learning media based on Powerpoint has succeeded in having a positive impact on improving the skills of early childhood teachers in creating animation learning media for teaching English, so that teaching is more interesting. The training participants looked very enthusiastic because this training was in accordance with their needs. The high curiosity of the trainees made the material in this training conveyed well. The results of this training can be applied in learning activities, so that learning activities are more effective. From these conclusions, the resercher suggest that training participants can be given further training on the application of Powerpoint in teaching English with other themes, in order to master and develop it. The resercher provides recommendations to early childhood teachers from other sub-districts who have not developed this Powerpoint-based animated learning media in teaching English.

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