

## Development of English Board Learning Media to Increase Learning Motivation in English Subjects in Grade 3 of Elementary Madrasah

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### Abstract

*Students are less motivated to follow the English learning process. The methods and approaches used by teachers are less interesting to students, still centered on the teacher. This study developed English board learning media, and to increase student enthusiasm and make it easier for teachers to transfer knowledge to students. English Board is expected to be fun, interesting, and motivating, and not make students bored when participating in English learning activities. The "English Board" learning media can increase student enthusiasm in learning and provide a pleasant learning experience for students. English Board media uses a research and development model. This study was only conducted in five stages, namely: 1) potential and problem stage, 2) data collection stage, 3) product design stage, 4) product validation stage, and 5) product revision stage. The results of the media validity obtained an average percentage of 89.77%, this result is included in the category of very good or very suitable for use in implementing English learning activities.*

**Keywords:** learning media; English board; learning motivation

## INTRODUCTION

English is one of the dominant languages used globally in education, business, trade, science, law, tourism, international relations, health, and technology. With the existence of English subjects, it gives students the opportunity to communicate with world citizens from different cultural backgrounds. By mastering English, students will have a greater opportunity to interact using various media. From these interactions, they gain knowledge, learn various skills, and human behavior needed to be able to live in a diverse world culture. English learning is focused on strengthening the ability to use English in six language skills, namely listening, speaking, reading, viewing, writing, and presenting in an integrated manner in various types of texts. Children at this age have a high ability to acquire language through exposure to the language, for example through seeing and listening, in addition to traditional teaching. Therefore, the teacher's task is to provide as many opportunities as possible for this acquisition to occur.<sup>1</sup> The indication of lack of interest of students in taking English subjects is the basis for considering that the learning strategies that have been implemented so far have not been able to implement an effective learning process considering that the use of interesting and enjoyable learning strategies will attract students' attention.<sup>2</sup> There are also still educators who still use the old method where educators only use one method and model of English learning, even though educators are required to use more than one method and model of English learning, this is intended so that English learning in the classroom will be fun, so that students become active, creative, and innovative children.<sup>3</sup>

Teachers are required to appear professionally to teach, direct, guide, and most importantly educate. One form of teacher professionalism is shown by using effective and appropriate learning methods, strategies and approaches.<sup>4</sup> Learning media is a very important element in the learning process. Because by using interesting learning media, it can increase students' enthusiasm and

motivation to learn. The use of media itself can provide a concept of understanding that is easy for students to understand. Learning media is a tool, means, intermediary, and connector to spread, carry or convey a message and idea, so that it can stimulate the thoughts, feelings, actions, interests and attention of students in such a way that the teaching and learning process occurs in students.<sup>5</sup> Learning media is everything related to software and hardware that can be used to convey the contents of teaching materials from learning sources to students (individuals or groups) that can stimulate the thoughts, feelings, attention and interests of learners in such a way that the learning process (inside/outside the classroom) becomes more effective.<sup>6</sup> Learning media is anything that is used as an intermediary or link from the information provider, namely the teacher, to the recipient of information or students, which aims to stimulate students to be motivated and able to follow the learning process meaningfully.<sup>7</sup> The use of learning media provides many benefits for students and teachers. Psychologically, learning media can help children to understand knowledge more easily in concrete terms than in abstract terms. Learning media provides real learning experiences for students. This real learning experience is closely related to the development of process skills. Because the more active students are intellectually and socially, the more meaningful their learning experience will be. By doing it themselves, students will better appreciate the lessons delivered by the teacher. This is certainly very different if students only listen to the teacher in front of the class or just read books.<sup>8</sup> The use of learning media can overcome the limitations of space, time, and energy that teachers have. Based on the findings of previous studies, it shows that there is an interaction between the use of learning media and student learning characteristics in determining student learning outcomes. This means that students will benefit significantly if they learn using media that suits the characteristics of their learning type or style.<sup>9</sup>

The reality in the field is that there are still many teachers who do not use learning media as a tool to help transfer knowledge to students. Especially in English subjects, very few teachers use media during learning activities. This makes students less motivated to follow the English learning process so that they appear more closed to expressing their opinions during learning activities.<sup>10</sup> Along with the development of English in elementary schools, English learning experiences problems, so that the results are not yet satisfactory, even though each level of education has used the method, this indicates that there are problems that make English experience less than optimal development. One of the problems is that the implementation of English invites controversy among English teachers.<sup>11</sup>

Based on the problems above, educators need to use learning media to increase students' enthusiasm and motivation to learn, one of which is by using the English Board media. English board learning media is included in the type of two-dimensional media. Two-dimensional media is a form of channel, which is used to convey messages, information or learning materials to message recipients or learners.<sup>12</sup> Two-dimensional media is a general term for teaching aids that only have length and width dimensions that are on one flat plane. Two-dimensional learning media include graphics, board-shaped media, and print media whose content appearance is classified as two-dimensional.<sup>13</sup> In its use, this English Board media invites students to classify vocabulary according to what is determined by the teacher. Later, students will be divided into 4 groups, where one group consists of 4-5 students. Then, each group member takes turns to attach vocabulary that matches their classification.

By using this English Board learning media, it is expected that students will be more active and more enthusiastic in participating in English learning in class. In addition, it can provide an interesting experience for students, because students stick and look for suitable vocabulary to be attached to the board. For example, classifying fruit vocabulary. Students will look for the names of fruits that have been provided in a box that is randomized with other vocabulary, then if students are sure of the answer, then the answer is attached to the board that has been provided.

## **LITERATURE REVIEW**

English learning is one of the subjects that is quite popular among students from elementary school to college. Not only memorizing, English is also taught by educators to develop knowledge in implementing student knowledge during learning. This effort can be done by using learning media. Learning media is a tool used by educators to provide stimulus to the stimulation of all student senses,

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this is intended to enable students to think concretely without relying on just one of their senses.<sup>14</sup> One of the learning media to help students receive lessons is the “English Board” method.

The “English Board” method is a learning method using a board that will be used to place vocabulary that will become a puzzle to be solved by students. The method of using the “English Board” media has the same concept as picture word cards, namely having puzzles to be solved by finding vocabulary that matches what is directed by the educator.<sup>15</sup> The difference lies only in the rules, such as if there are different pictures on the picture cards so that they can easily trick students, but if this English board is only vocabulary, students are expected to be confident in coming forward so that they can stick to the vocabulary they find. This is expected to raise students’ motivation to be active in learning English. Learning motivation can be interpreted as a condition that allows individuals to be encouraged to do something based on their own desires to achieve certain goals.<sup>16</sup> Therefore, it is very important that student motivation is formed with stimuli that stimulate the five senses of students to achieve what the educator targets, namely providing a deep understanding of the vocabulary provided by the educator.

### Relationship between variables

The relationship between the use of “English Board” learning media and learning motivation lies in the effort to form the motivation itself through the English Board program. It is known that the “English Board” media will provide challenges for students in terms of achieving their goals to find the vocabulary instructed by the educator, then the educator will provide the results they achieve, then these results will provide a stimulus of self-confidence and increase student motivation. This form of motivation is a manifestation of student achievement in knowing the results they have achieved in guessing vocabulary so that student motivation grows to solve the next puzzle.<sup>17</sup>

## HYPOTHESIS

The hypothesis formulated from the developing theory is related to the use of the “English Board” learning media which is valid based on expert assessment to increase the learning motivation of grade 3 students of Madrasah Ibtida’iyah in the English subject.

## METHOD

The English board learning media was developed through research with the research and development method. Research and development is a type of research that is generally widely used in the world of education. Research and development can help teachers to create and innovate which produces products that are continuously improved.<sup>18</sup> In general, the definition of research and development can be interpreted as a scientific way to obtain data so that it can be used to produce, develop, and validate products. This study uses the stages of the Sugiyono<sup>19</sup> development model. The development model has 10 stages, but in this study it is limited to only 5 stages due to limited time, cost, and manpower. The following are the stages of development carried out in the study:



**Table 1. Development stages that are carried out**

At the Potential and Problem stage, the study conducted direct observations with children around the house, the researcher also conducted observations at an educational unit. In addition, the researcher also conducted direct interviews with one teacher at the educational unit. The results obtained by the researcher were that on average, students in the educational unit had a low level of motivation to learn English. In addition, students were not very happy to take English lessons. Many students also still do not know basic vocabulary in English, for example, vocabulary in the classification of objects in the classroom. In this study, vocabulary is the most basic thing, because they encounter these objects every day. After the researcher conducted observations for several days, the researcher found the fact that in direct English learning activities in the classroom, it turned out that the teacher only explained the material to students. There was no pleasant interaction for students,

they could not do anything other than listen to the teacher's explanation. Therefore, students feel bored and tired. In addition, teachers also never use learning media sources that are interesting for students. This happens because teachers still do not have a broader understanding of how to improve student learning motivation and also the lack of adequate facilities.

The Data Collection Stage is carried out to design the media to be developed. In this stage, researchers collect information from teacher textbooks, student books and the internet. Based on the results of the data collection obtained, researchers obtained initial media planning through English books for grade 3 Elementary Schools/Madrasah Ibtida'iyah, namely about the Vocabulary of objects around them and about body parts and family members.

At the Product Design stage, researchers chose a learning media that could be developed according to the needs of students in the field. Researchers finally decided to create an English sticky board media to be developed as a solution to the problems experienced by students and of course also for educators. This media is in the form of a board that can be attached to various English vocabulary.

At the Product Validation Stage, researchers validated media experts, design experts, and material experts. Before the media is tested, an assessment needs to be carried out to determine the validity of the media. This aims to perfect the resulting product. The validator is someone who is competent in the field of media and learning materials. In addition, the validator also has the right to provide revisions to the media created if the media is considered unworthy or not in accordance with expectations.

The product revision stage is the stage of product improvement based on suggestions or input from the validator. In addition, this product revision stage is carried out if there are weaknesses in the product design, so the researcher tries to reduce the weaknesses that occur by improving the product design. This effort was made by the researcher in order to produce quality media. At this revision stage, the researcher changed the adhesive material that originally used pins to clothes adhesive to make it safer when used by students.

The types of data collection obtained from this study are primary data and secondary data. The type of primary data is obtained directly through observation or interviews with media, design, and material validators. While secondary data is obtained through journals or books related to this English language sticker media. Furthermore, the instrument used is a validation sheet that is analyzed quantitatively. Quantitative data analysis is obtained from the results of the validation assessment filled in by the validator. The assessment carried out by the validator uses a Likert scale. According to Sugiyono<sup>20</sup> the Likert scale is used to measure the attitudes, opinions, and perceptions of a person or group of people about a design or product to be developed. The Likert scale that researchers use on the validation sheet is: (1) very unclear, (2) unclear, (3) clear/appropriate, (4) very clear.

The formula used by researchers in processing as follows:

$$V = Tse/Tsh \times 100\%$$

V : Validation Percentage

Tse : Total empirical score obtained

Tsh : Expected maximum total (number of items x maximum value) [4])

**Table 2. Validation result criteria**

No.	Validity criteria	Validity level
1.	85,01% - 100%	Very valid, or can be used without revision
2.	70,01 % - 85,00%	Quite valid, can be used but needs minor revision
3.	50,01% - 70,00 %	Less valid, it is recommended not to use because it needs major revision.
4.	01,00% - 50,00%	Invalid, or may not be used

## HASIL PENELITIAN

The feasibility of English Board media on vocabulary material is seen from the validity of the media based on the assessment of media experts, design experts, and material experts, the form of assessment is a Likert scale with four alternative answers. Researchers process data for each expert to

obtain an average value of the feasibility and validity of the learning media developed. The following is a discussion of the feasibility and validity of the English Board media that researchers developed.

**Table 3. Media expert assessment results**

No.	Components of Learning Media Utilization	Learning Media Utilization Component Indicators	Rating Scale			
			4	3	2	1
1.	In accordance with the objectives to be achieved	Media developed according to the learning objectives to be achieved. Media developed in accordance with the learning material delivered.				
2.	Appropriate	The media developed is appropriate to support learning materials. Media developed according to student abilities.				
3.	Practical, flexible, durable	The media developed is easy to obtain. The media developed can be used anytime and anywhere. The media developed can include the learning process.				
4.	Target Grouping	The media developed is effective in large group learning. The media developed is effective in small group learning. The media developed is effective in individual learning.				
5.	Technical quality	The information conveyed through the media is clear.				

Total score : 43

Description: (Score 4: Very good Score 3: Good Score 2: Quite good Score 1: Not good)

Table 3 above is an assessment from a media expert. Validity is the initial step process to increase the effectiveness of the data collection process. This validity can be used as a measuring tool to obtain valid data. This English Board media was validated by a media expert who in this case was Mrs. She Fira Azka Arifin, M. Pd as a Lecturer at the Faculty of Islamic Studies, Sunan Giri University, Surabaya. Validation was carried out on January 4, 2023 and this validator is one of the lecturers who has expertise in the field of learning media. The results of the assessment from this media expert received a very valid category for use in learning and the media developed was suitable for use in the learning process. With input and suggestions in the form of the media developed, it should be made in a larger size, and not use pins so as not to endanger students. The researcher then made revisions according to the input and suggestions given by the validator by changing the pin to a clothesline to make it safer for students to use.

**Table 4. Design expert assessment results**

No.	Indicators	Rating Scale			
		4	3	2	1
1.	The appeal of media packaging.				
2.	The selection of colors used on the board media is in accordance with the characteristics of students in Madrasah Ibtida'iyah/Elementary Schools.				
3.	Selection of materials used in the media.				
4.	The power of media to be used over a long period of time.				

Total score : 16

Description: (Score 4: Very good Score 3: Good Score 2: Quite good Score 1: Not good)

Table 4 above shows the results of the assessment by the design expert. The assessment of the design aspect was carried out by a validator, namely Mrs. She Fira Azka Arifin, M.Pd as (Lecturer at the Faculty of Islamic Studies, Sunan Giri University, Surabaya) the design expert provided an assessment of the appearance aspect of the snakes and ladders media. Validation was carried out on January 4, 2023 and this validator is a lecturer who has expertise in the field of learning media. The results of the assessment from this design expert received a very suitable category for use in the learning process. With input and suggestions in the form of media that is developed, it should be made in a larger size, and the media should be made using cloth. After getting input and suggestions from the design expert validator, the researcher immediately revised the media that was developed using cloth and clothes kretekan as the adhesive, the researcher also added a pocket behind it to store the vocabulary that will be attached.

**Table 5. Material expert assessment results**

No.	Components	Indicators	Rating Scale			
			4	3	2	1
1.	Learning Components	Suitability of material with CC (Core Competencies)	√			
		Suitability of material with BC (Basic Competencies)	√			
		Suitability of material with time allocation	√			
2.	Material Components	Suitability of tools to materials	√			
		Supporting the material to be delivered	√			

Total score : 20

Description: (Score 4: Very good Score 3: Good Score 2: Quite good Score 1: Not good)

In table 5 above, are the validation results from material experts. The assessment of material aspects was carried out by a material expert validator, namely Mr. Muh. Ali Gufron S.Pd.I as (Class teacher at Madrasah Nahdlatul Ulama Waru 1). Validation was carried out on December 16, 2022 with the assessment results in the category "Very good." There was no input or suggestions given by the validator, this indicates that the material contained in the snakes and ladders learning media is considered appropriate for the material in elementary school classes. Furthermore, the researcher recapitulated the values or scores obtained in each field of learning media experts. The recapitulation of the results of the values for media validation can be seen in table 6 below:

**Table 6. English board media validation results recapitulation**

Validation test	Rated aspect		
1	Media aspects	Design aspects	Material aspects
Score	43	16	20
Total	79 score		

$$V = Tse / Tsh \times 100\%$$

$$V = 79 / 88 \times 100\%$$

$$= 89,77\%$$

Based on the accumulation of data obtained from the validation results of the English board media on the aspects of media, design, and materials, it obtained very good and very valid values. This indicates that the English board learning media is worthy of being used as a learning support tool in the classroom.

## DISCUSSION

This is in line with research from Wahyuningsih,<sup>21</sup> which is improving the ability to recognize English vocabulary through the use of flannel boards with the final results proving that the use of this flannel board learning media can make it easier for children to learn English.

This is in line with what was stated by Kaltsum,<sup>22</sup> that English learning will be more effective and more optimal if teachers use media to support teaching and learning activities, because children like things that are visual, the use of learning media can make the presentation of material more

interesting and enjoyable. In addition, research from Astri Nur Wulandari and Mawardi, namely developing a flat shape stick-on board based on solving 4th grade elementary school mathematics problems, also states its validity and feasibility for use in teaching and learning activities because it can attract students' attention and make students' learning experiences enjoyable.

Regarding the advantages of this English board learning media are: 1) training cooperation and teamwork between teams. 2) providing a fun learning experience for students. 3) using tools and materials that are safe for students to play. 4) improving students' memory. 5) children can recognize written words and pronounce them directly. 6) media packaging that has striking colors, easily attracts students' attention. In addition to having advantages, this English board media is also not free from disadvantages, the disadvantages of the English board media are as follows: 1) for students who have low memory, it will be difficult to classify vocabulary that matches the column, 2) if the teacher is less able to control the atmosphere in the classroom, the application of this English board media will not be conducive because children will be busy looking for vocabulary that is appropriate to be classified and attached to the specified column, 3) the vocabulary stickers will be prone to being lost if after using the media they are not returned to their pockets directly.



Figure 1: before revision



Figure 2: after revision

## CONCLUSION

Based on the results of the research on the development of English board media on vocabulary material for grade 3 of Madrasah Ibtida'iyah, it can be concluded that: the learning media developed is English board media regarding English vocabulary around students, the validation results of the validity of the English board media obtained a result of 89.77% which indicates that it is in the very good category or very feasible to be continued in field trials, the research procedure carried out by researchers in developing this media uses the stages of the model by only limiting it to five stages.

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