

Teachers' Perceptions about Using Tynker as English Learning Media to Improve Students' Speaking Skill at Elementary School

Fahri Haswani¹, Ade Aini Nuran²

^{1,2} Faculty of Languages and Arts, English Education Study Program, Universitas Negeri Medan

haswanifahri@unimed.ac.id adeaini@unimed.ac.id

Abstract: The purpose of this study is to explore the extent of the teacher's perception about tynker program as a media to facilitate the students' achievement in speaking skill at Elementary School in Indonesia. The participants of this research are six elementary school teachers in Medan. All teachers teach English for grade four students. Some teachers in Medan are not quite familiar with Tynker as media which can facilitate students to achieve learning objectives. After the teachers were showed the use of Tynker in learning children, the interview session was conducted. The Sociocultural theory was used to analyse the data. This research discussed that by using Tynker the teacher can (1) plan and organize classroom instructions and lessons (2) use hints, prompts, and direct instruction to help children improve their ability levels (3) provide specific prompts to move the child progressively forward toward a goal.

Keyword: Teachers' Perception, Tynker, Learning Media

Introduction

Learning media is increasingly melded into every aspect of modern life. Learning media cannot be separated in every aspect of modern life. In this age of the internet and electronics, various components of multimedia technology such as images, videos, and animations can be easily accessed, created and used for educational purposes. Many parties believe that this multimedia component can provide benefits to the learning process of students (Firat, 2017).

However, the rapidly developing educational technology sometimes makes it difficult for students today to choose the right media. The offer of technological tools in a large number confuses students to choose the best tools to support their learning process (Chandler, 2003). 2004; Hafour, 2022). The problem is more serious, students are more tempted to play digital games than using digital media to learn.

Nonetheless, the teaching of digital games and the incorporation of digital games into teaching practice is still in its infancy, even in areas that may offer significant contributions, such as language learning. Nevertheless, it is clear that language students are turning to digital media on their own initiative to immerse themselves in the culture and game use of the language technology they are learning.

Mayer's description of the information processing in human mind is in line with Dual-Coding theory and Sweller's (2010) notion of Cognitive Load. Both of these theories have revealed the immense benefits of multimedia learning, and learning outcomes shows that students tend to perform better when receiving more information based on two senses, namely: visual and auditory senses).

There are lots of games that can be used as learning media for students. The current learning demands that must provide space for innovation to students make English teachers have to be more agile in finding ways to accommodate the learning needs of students. Haswani and Nuran (2022) discuss that one of the digital games that has the potential to be used as an English learning tool for students is the Tynker application. As discussed by Halliday (2016), language learning is not only used to improve language skills but is also used to explore other knowledge.

Teacher perceptions will affect the learning process. One of them is the teacher's perception of learning media. Teachers who consider learning media to be an effective tool in achieving goals will use and even develop them. Teachers who feel that the media are not very important rarely use them in learning. The use of this Tynker media will be maximized if the English teacher understands and is open to using it in learning English, especially in Elementary schools.

Methodology

This study investigates teachers' perceptions of the use of Tynker- based materials for learning English, paying special attention to the individual features of Tynker- based materials as, as well as to ideas held by teachers surrounding their use. The following research questions were formulated: How are the individual features of Tynker application currently used by learners and teachers of languages generally and particularly in learning and teaching? What perceptions do learners and teachers of languages have of the individual features of social media, with regards to their general use and their use in language learning and teaching ? The sociocultural was practiced in interviewing the participants.

Findings and Discussion

Based on in-depth interviews with three English teachers in elementary schools, the following data and discussions were obtained:

1. Tynker can increase children's creativity in thinking.

The highest degree of thinking produces creativity. Because of this, Bloom's new theory emphasizes creation as a key component of its improvement, arguing that creation rather than evaluation should be the culmination of the cognitive domain. Data related to the development of creativity when children use the Tynker application can be seen as follows:

Participant 1: As an English teacher, I have never used Tynker in learning, but after the Tynker application was shown to me, it turned out that the application was very interesting and aroused children's creativity in thinking.

Participant 2: I have been taught teaching children for three years, I had never used Tynker in the classroom, but after seeing it, I realized how fascinating it was and how it encouraged students' creative thinking.

Participant 3: I've never taught English using a game application. After seeing the Tynker tool, I believed that using it could encourage children to think critically and come up with solutions.

2. Tynker Application Indirectly contributes to increasing the number of children's vocabulary.

According to Ghalebi, Sadighi, Bagheri (2020), a language's vocabulary (Vocabulaire) consists of all the terms that are used in that language. As it happens Heyd (2003) categorizes learning a foreign language into three categories: Active vocabulary, passive vocabulary, and prospective vocabulary all have different subtypes. If someone can utilize their vocabulary to create precise spoken and written statements, they are considered to have an active vocabulary. The data below show how Tynker can improve children' vocabulary.

Participant 1: The colors in this Tynker application are stunning. It is extremely likely that kids will be interested in using the Tynker app. The most notable feature of this program is that kids may learn new language because every lesson in this Tynker program employs terms that are simple enough for kids to understand.

Participant 2: In the early stages of learning English, children need to be taught how to acquire English vocabulary. The use of the Tynker application can help children recognize English vocabulary and children can learn to use these vocabulary

Participant 3: A crucial phase of learning English for kids is the introduction of new vocabulary. Children may expand their English vocabulary while playing with the Tynker app.

3. As a children-friendly kind of entertainment

In order for students' learning to be pleasant and meaningful, it is important to prepare their psychological needs as much as possible. Students' potential will be maximized through motivation to learn. As a result, teachers must establish environments that promote learning so that students may do well. The teachers who took part in the study said Tynker may be an enjoyable way for students to learn. The information below shows this:

Participant 1: Children definitely become tired with monotonous learning. The utilization of this Tynker application may be utilized as a learning diversion to get children excited about learning once more and make them feel excited.

Participant 2: The Tynker application can encourage children when it was used as a learning medium. It is recommended that teachers promote the use of this Tynker application in learning English.

Participant 3: The Tynker application can provide excitement and joy in learning. If this application is used properly it can provide a learning perception to children that media is not only used as a tool for playing but can also be used to increase knowledge.

Conclusion

After conducting interviews with three instructors in Medan, it was discovered that they all agreed on three key points about the usage of Tynker in English language instruction: fostering children's creativity; expanding vocabulary; and fostering a joyful learning environment. In order to balance the developmental inclinations of children who have become digital natives, teachers should expand their understanding of how technology is used in learning. It is crucial to leverage children's technological curiosity to help them become more fluent in a foreign language.

References:

- Chandler, J. (2003). *The efficacy of various kinds of error feedback for improvement in the accuracy and fluency of L2 student writing*. *Journal of Second Language Writing*, 12(3), 267–296. doi:10.1016/s1060-3743(03)00038-9
- Firat, M., Altınpulluk, H., Kılınç, H., & Büyük, K. (2017). *Determining open education related social media usage trends in Turkey using a holistic social network analysis*.
- Ghalebi, R., Sadighi, F., & Bagheri, M. S. (2020). Vocabulary learning strategies: A comparative study of EFL learners. *Cogent Psychology*, 7(1), 1824306. <https://doi.org/10.1080/23311908.2020.1824306>
- Hafour, M. F. (2022). Interactive digital media assignments: effects on EFL learners' overall and micro-level oral language skills. *Computer Assisted Language Learning*, 1-33. <https://doi.org/10.1080/09588221.2022.2067180>
- Haswani, F., & Nuran, A. A. (2022). English Teaching Material Development Based on Tynker Program in Improving Fourth-Grade Students' Vocabularies. *Interdisciplinary Social Studies*, 1(11), 1333-1340. <https://doi.org/10.55324/iss.v1i11.275>
- Halliday, M. A. K. (2016). *Aspects of language and learning*. Springer.
- Kaufmann, S. (2003). *The linguist: A personal guide to language learning*. The Linguist.
- Sweller, J. (2010). Cognitive load theory: Recent theoretical advances.