

TOWARD SITUATED MEDIA: ENGAGING ELEMENTARY SCHOOL TEACHER-CANDIDATES IN LEARNING ENGLISH VOCABULARY WITH CRAFT PROJECT-BASED LEARNING

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Abstract

This research, a part of a larger study, is aimed at investigating the enactment of handy craft project-based learning to the elementary teacher candidates to promote English vocabulary mastery and shared information. Grounded in DBR design, a classroom of elementary teacher candidates in a private teacher educator of private university in Indonesia were recruited in the study. All collected data were from questionnaire and interview. The results show the participants enjoyed and felt fun in designing and employing the designed crafts in classroom instruction during the learning cycles. In spite of the limitation, the project was successful and received positive responses from the participants.

Keywords: *DBR, handy craft, media, motivation vocabulary*

Sari

Penelitian ini yang merupakan sempalan dari penelitian yang lebih besar, menginvestigasi implementasi kegiatan mendesain dan mengimplementasikan kegiatan pengembangan media belajar berupa kerajinan tangan untuk meningkatkan motivasi belajar dan penguasaan kosa kata bahasa Inggris. Dengan menggunakan desain penelitian DBR (Reeves, 2006), semua data penelitian dikumpulkan melalui wawancara dan angket selama pelaksanaan kegiatan. Hasil penelitian menunjukkan para partisipan merasa termotivasi pada kegiatan yang menyenangkan melalui kerajinan tangan dari kertas ini. Kemampuan penguasaan kosa kata berbahasa Inggris juga meningkat. Secara keseluruhan, para partisipan memberikan penilaian positif atas implementasi kegiatan ini.

Kata kunci: *DBR, kerajinan tangan, kertas, kosa kata, motivasi*

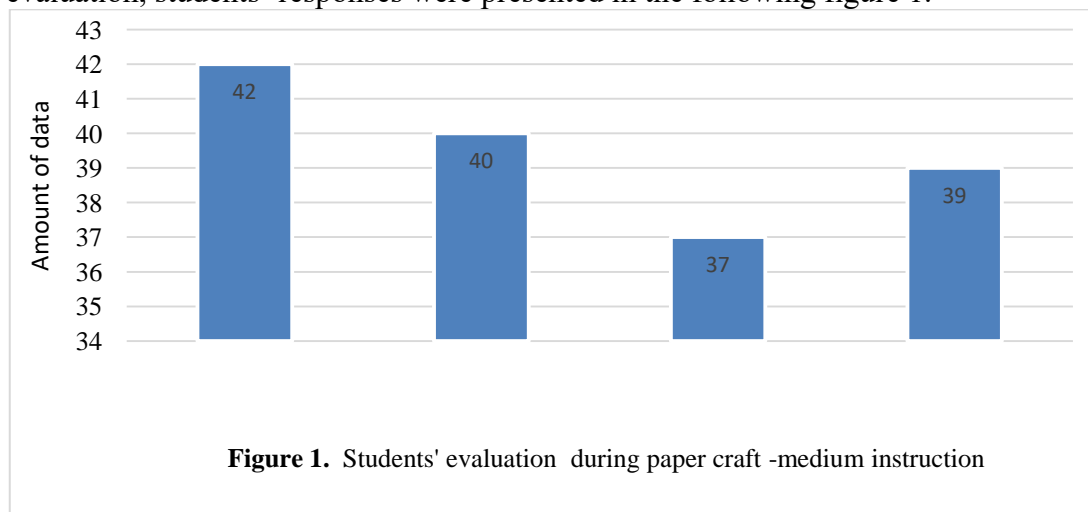
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This study

For last decade, project-based learning (PBL) has been shown as an effective instruction to provide meaningful learning experiences (Lattimer & Riordan, 2011). Since PBL invites students to engage in real world interaction, discussion and collaboration is more emphasized in a designed project. Comparing to a traditional instruction which teacher is still dominating interaction, PBL is more on students (Edutopia, 2008; Lattimer & Riordan, 2011). Eventhough many studies have been conducted in this area, however, scarce found in demonstrating how PBL positively promotes elementary teacher candidate sense of motivation in improving students' English vocabularies. As pointed by Pierandrei & Marengoni (2017) troughout they workshop with children in designing instructional media, PBL can help potential students to think critical thinking and collaborative works. A better and more responsible attitude were also detected. Thus, as a part of a larger study, in this current study, PBL aimed at promoting students' motivation to learn and thus, develop their English vocabulary mastery during learning cycles. Following design-based research (Reeves, 2006) elementary teacher candidate were recruited to voluntarily participate in design-based workshop and enacted paper crafted media in the classroom in a private teacher education in Indonesia. ,

Findings

The results revealed the classroom were active. The elementary teacher-candidates enthusiastically engaged in designing and enacting their hand-made crafts in the collaborative classroom. Students were fun enjoying the project from constructing, deconstructing, and reconstructing. During the implementation, it revealed participants found interesting as they not only demonstrated, but also developed their English vocabularies as English vocabularies were introduced in describing the products. As for evaluation, students' responses were presented in the following figure 1.



Discussion and conclusion

This study reports DBR (Reeves, 2006) in developing and enacting paper craft-designed instruction to teach English for elementary school teacher candidate situated in a private teacher educator in Indonesia context. As reported in findings (figure 1), students perceived enactment of this instruction as easier to be constructed. The ease of the instruction model tend to empower the students as they active in exploration and presentation during deconstruction, deconstruction, and reconstruction cycles as fostering activities (Pierandrei & Marengoni, 2017). This is interesting as the participants improved their skills in employing their prior knowledge in real situation (Pho, Nguyen, Nguyen & Nguyen, 2021). In spite of all limitation during the implementation, it concludes the project is successful but more investigation needs to conduct in terms of project effectiveness.

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Conflict of Interest

No conflict of interest was reported.

About author

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