

# The Implementation of Edushell's Learning Media to Improve Vocabulary in Learning English in Grade 3 MI Al-Fath Asem Manis Ngawen Sidayu

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## Abstract

This study aims to improve the quality of learning English using the media of clamshell waste in Asem Manis Hamlet, Ngawen Village, sub-district Sidayu, Gresik. Classroom learning must be done optimally, but the teaching staff still cannot be maximally applied, if this can be maximized, then this can improve the quality of educational products that have outcomings for stakeholders. Because of its relevance, it is essential for the teacher to make breakthroughs in learning, one of which is the creativity of the teacher to make learning media by using waste that is around the environment. Participants were grade 3 students of MI Al-Fath, totaling 11 people. This research method uses the instrument pre-test, and post-test conducted to retrieve data. Then using the learning by doing method that is applied in the classroom, students not only listen to the teacher speak but also practice it in the classroom. Although it looks, shy students can do these activities well The results show that participants were happy to use Edushell's media in their learning. The results of the research given by the authors are the application of the media can improve the English language skills of students and be able to provide variations in indoor learning that are not only fixed on the Package Books and Student Worksheets (LKS). Not only that, but the writer also found that the media was able to change the mood of students doing teaching through the media

**Keyword:** Edushell, learning media, clamshell waste

Received: 13 October 2018. Accepted: 10 December 2018

## Introduction

The learning process and interaction between teachers and students is the main thing that can maximize the teaching and learning process and the development of learning. It is also able to make students interested in listening and studying the material explained by the teacher.

Classroom learning must be done optimally, but the teaching staff still cannot be maximally applied, if this can be maximized, then this can improve the quality of educational products that have outcomings for stakeholders. (Fakhriyah, Wanabuliandari, & Ardianti, 2016) Maximizing learning using these media can produce the quality of relevant education. To get all of these things a creative teacher is needed. Creative teaching can provide opportunities for students and provide incentives for all student needs. Hoffman view (2006), Creativity is a vital part especially in the present which has a rapid development especially in the field of information engineering. It can shift the place and work of humans, but if you have

creativity, then the things of the era are no longer an obstacle. Based on Young (1985) (Soleymanpour, 2014) said that changes in the acceleration of the world depend on the given creativity. The creativity of a teacher can have an impact on the delivery that is in the classroom. Creative teachers can change their perspectives and also how to capture students with a material. Creative teaching has the first kind of teaching, creative teaching and second, teaching for creativity.

Regarding teaching Teaching creatively can be described as teachers using imaginative approaches to make the learning process more interesting, motivating, entertaining, thrilling and compelling. Achievement of the success of learning can be measured and influenced by several factors which are (1) teacher, (2) material, and (3) students (Listianingrum, Yuliarti, & Yani, 2018)

Because of its relevance, it is essential for the teacher to make breakthroughs in learning, one of which is the creativity of the teacher to make

learning media by using waste that is around the environment. Based on Law 32 of 2009 concerning the protection of environmental management, it is said that a good and healthy environment is the necessary thing of every Indonesian citizen as mandated in Article 28H of the 1945 Constitution of the Republic of Indonesia. Lots of solid waste is produced every day, and this results in various kinds of reactions, responses and serious problems that are of concern to the whole world. Especially for remote areas of coastal villages that have insufficient land and lack of knowledge related to the development and management of waste. Even if people can develop, they will grow the economy and can also be used as creative production materials, including inorganic waste, which is environmental waste that occurs within the Asem Manis Hamlet, Ngawen Sidayu Village, Gresik Regency.

The waste piled up and became clams of clamshell which resulted in environmental pollution. Environmental pollution affects the uncomfortable learning in the classroom. Based on the background above, this study looks at the need for creativity and also handling waste in learning at the same time. Especially in learning English, it is a vital lesson considering that English is the language of communication in the world today. Creativity must be carried out in learning, so students can excite and capture the material well one of them by using Edushell. Edushell is a learning media made from the waste of clamshell of Asem Manis Hamlet which consists of 3 learning media, namely Flash shell and Eight Cream.

English is one of the scourges for MI Al-Fath students who are more familiar with Arabic than English. This is evidenced by the presence of Arabic in the classroom coupled with the time to recite the children are required to memorize the Quranic verses plus English has the least meeting time among other subjects. The opinions of the English teachers themselves also say that children need more attention related to the memorization and pronunciation and also the factor where the teacher is also still less skilled in the field of English. The weaknesses of the students themselves are Vocabulary, which is an important thing that must be owned by students at the elementary school level to tackle English. For this

reason, teachers are required to make achievements. Therefore, teaching English vocabulary is the most frequently discussed part of teaching (Alqahtani, 2015) Teaching vocabulary is one of the most discussed parts of teaching The teacher must prepare and find the appropriate level of instruction, which will be implemented for students. A good teacher should be (Alqahtani, 2015).

However, not only is the scourge of English also occurring in MI but also clamshell waste that occurs in Asem Manis hamlet which results in environmental pollution which must be overcome not only in handling in the economic field but if the creativity of a teacher runs them will make a breakthrough with its creativity. Utilizing these wastes as learning media. One of the opportunities to make English learning media is by using seashells.

#### **a. Asem Manis Village and MI Al-Fath as Research Objectives**

Because of the place of KKN (Real Working Program) from the author and this an area with a population that is a little behind than the four hamlets in Ngawen Village. The average livelihood of the residents of Asem Manis Hamlet is shellfish fishermen, but only a few have shellfish while others are shellfish peeler workers. Because this hamlet is a hamlet, the mindset develops and is still developing. This can be seen from their education which does not have Bimbel (Extra class) institutions that support. In the school, the teacher only uses LKS and Package Books as learning media, but there are no more developments. The LKS (Worksheet) media is colorless and still not noticed by the students. The textbook has been fulfilling, but it would be better if more tags were developed to attract the attention of students in the class.

#### **b. Edushell As a learning media**

Edushell is a breakthrough **Learning** media uses seashell waste in the Asem Manis Hamlet, Ngawen District, Sidayu. Which consists of three media namely, FlashShell, Eight creams. In this media using a card or card

The theory is to use FlashShell which FlashCard is combined and made from clamshell waste. Flashcard is a set of information bearing card-based instructions, such as words or numbers,

on one or both sides, used in training in the classroom or a private study room. One writes the questions on the card and answers on the front page. Flashcard-based instructions can contain any vocabulary, history, formula, or material that can be learned through a question and answer format. Flashcard-based instructions are widely used as learning exercises to help memorize by spacing repetition (Abbasian & Ghorbanpour, 2016) according to (Abbasian & Ghorbanpour, 2016) saying that the use of Flashcards is very good in learning English. Based on this Flashcard, it is combined with using shells so that it can attract attention not only because of the media but also the shape of the items that the student still recognizes. Eight Ice Cream is a derivative of Boardgames; this media is a media that aims to matchmaking which is usually done by children in a book. However, now it has packed using a board shaped like Ice cream. Eight Ice cream has a hook thread as a line drawer between answers and questions.

### Implementation Method



a. Observations have been carried out since the 7th of September 2018 which is held every Saturday to help MI Al-fath teach. Then proceed with classroom teacher observation conducted on September 21, 2018. In these observations, the authors observed that the class

teachers only raced on the material they had such as books and worksheets. Next, the researchers looked at the ways and also the models of children in the class whose roles were quite active and also enthusiastic even though they only did the learning as they were. The author continues his observations through the values and also how children pass English (Pronunciation) until they are interviewed. When asked, the teacher said that they had no difficulty in teaching staff, but they had difficulty giving material variants to children. They want the learning media to use technology but, because of the limitations of the funds, they cannot do that from here the author takes the outline that the learning media through shellfish waste can be carried out there. Because it can help the teacher and also the material is easy to obtain. The author named it *Edu* which means Education then continued with *Shell* vocabulary. *The* author tried about seven variations of learning media using seashell waste in each Bimbel held. These seven variations include board games, Snake and ladder, ankle shell, matching around, picture shell, eight Ice cream, find me in treasure, and Flashshell. However, on October 29, 2018, when the author socialized the learning media, the teachers chose the media themselves that they wanted to apply in the classroom, especially Mrs. Istiqomah, who at that time was a third grade English teacher. He chose eight Ice Cream and Flashshell as the learning media he wanted to apply in the classroom. This learning media can be used in any field such as Mathematics, Indonesian Language and Science. All students can also use this media at the elementary level. The difficulty in making this media is the level of creativity of a teacher that is very vested in it. The implementation was carried out for three meetings two times the application of the media one time final (Post-test) because of the pursuit of time for UTS (Mid Term test) of children.

b. The application of learning media uses this clamshell waste. The activity used by this author aims to improve the ability and quality of learning that is more interesting and fun. With training using Edushell, the media was taken from the waste of clamshells around the

Asem Manis Hamlet, Ngawen Village, Kecamatan Sidayu. Exactly in grade 3 MI Asem Manis. Besides sharing knowledge, we also learn to understand elementary school education. In its application, the use of **Edushell** uses **learning by doing** methods, so in its application, the author does not refer to the results of student values, but the author wants to see from the application of the media but in the process and interaction between teacher and student ... the fair one. The application of this media can make students and teachers interact well so that students do not just sit down and also record English in the classroom but also have media that can refresh the learning topic but not far from the topic of learning.

### c. Material and Tools

The author uses a variety of materials each media has certain materials including the following:



Figure 1 Side view of the Flashshell First Version



Figure 2 Flashshell Rear View



Figure 3 Front Flashshell



Figure 4 Flashshell Second Version which has been repaired with MI Al-Fath Teacher

- **Flashshell**: This media uses Cardboard and also seashell waste which is used to decorate the edges there is also using a kind of clamshell as a base of Flashcard images. The media is used and colored as attractive as possible so that students can pay close attention.



Fig.1 Image of Eight Ice Cream

- **Eight Icecream**: This media uses cardboard material which is formed to be like Ice cream and has shells.

### d. Data collection technique

The author first observes schools in Asem Hamlet, then observes and follows the learning process. Reviewing teachers who teach English is related to the problems faced by these teachers so far. Then conclude and then do a Pre-test to see the value of students before getting a special treatment using media and then take a Post-test to see the results that affect student learning.

### e. Operational Definition of Variables

#### - Instructional Media

Media means an intermediary, which is the link between the message source and the recipient of the message. Some things that include media are film, television, diagrams, print media, and others. Examples of some of these media can be used as teaching media if they can carry messages in order to achieve learning goals. Thus, there must be a link between the media and the message and method (Indriana, 2011: 13). Besides, experts also limit the understanding of teaching media. Leslie J. Briggs (1979) states that teaching media are physical tools for delivering learning material in the form of books, films, video recordings, and so on. Briggs also argues that media is a tool to stimulate students to learn.

#### - Edushell

Edushell is a breakthrough Learning media uses seashell waste in the Asem Manis Hamlet, Ngawen District, Sidayu. Which consists of two, namely, FlashShell and Eight creams. Both

are learning media combined with using clamshell waste. By utilizing leather waste and our creativity as a waste instructor who previously has no selling value becomes more of high selling value and can provide a plus in learning.

#### - Vocabulary (Vocabulary)

It is essential for a student who wants to master the language, so an understanding of good vocabulary is needed. For this reason, students who want to have a good vocabulary need to strengthen from the beginning of their vocabulary (Vocabulary) that is also conveyed by (Abbasian & Ghorbanpour, 2016) Learning and teaching vocabulary has been considered as one of the most important mechanisms of any education program since the beginning. Vocabulary is a type of noun that means words used in a language. Vocabulary can have at least three different meanings:

1. All words in a language. New words are automatically added in English Vocabulary.
2. Words used in a particular context.

If She wants to do a Bachelor of Art, she needs to improve your art *vocabulary*. My doctor uncle is an extraordinary *medical vocabulary*. We just bought a book on the *vocabulary of jobs*. Words that are known to someone. My mother said that *my vocabulary* is good

#### Analysis Techniques

Teachers have implemented teaching and learning activities in subject B. In the UK using one of **Edushell's** media, namely "Flash Shell" and "Eight Cream" for grade 3 at MI Al - Fath Asem Manis, Ngawen, after previously getting socialization of learning media from the author. Which is held on 29 and 30 September 2018. Especially for English teachers MI Al-Fath Asem Manis, Ngawen, Gresik

We took samples to find out the effectiveness of **Edushell's** learning media. Participants are Class 3 MI Al-Fath students who in one class have 11 students in teaching and learning English subjects. To get the data we need, we carry out observations and tests. The following are the data that we obtain from the application of **Edushell**.



**Figure 5** The teacher accompanies students to get to know the vocabulary related to *occupation* through **Flash Shell**.



**Figure 6** Teachers accompany students to get to know the vocabulary related to *occupation* through **Eight Cream**



**Figure 7** Students to get to know the vocabulary related to *occupation* through **Eight Cream** in groups



**Figure 8** Students recognize the vocabulary related to *occupation* through **Flash Shell** independently.

The below is the value of students - MI Al - Fath Asem Manis students, Ngawen with *Occupation* topics before using **Edushell's** learning media :

**Table 1:** *Pretest* results of students

No.	Student's name	Value
1.	Ahmad Syahril Amirudin	75
2.	Ahmad Wildan Satria P.	80
3.	M. Maulana Reza Efendi	75
4.	Wendy Naufal Baswana	80
5.	Anggun Sukma Ayu	85
6.	Lutfia Agustina W.	100
7.	Siti Solikhah	90
8.	Vika Selindra Putri Ainul	80
9.	Yunita Istiani Rahma	100
10.	M. Fauzan Musthofa	75
11.	Muhammad Kholil S.	70

The below is the value of the students of MI Al - Fath Asem Manis, Ngawen with the topic *Occupation* after using **Edushell's** learning media :

**Table 2:** *Post test* results of students

No.	Student's name	Value
1.	Ahmad Syahril Amirudin	100
2.	Ahmad Wildan Satria P.	100
3.	M. Maulana Reza Efendi	70
4.	Wendy Naufal Baswana	100
5.	Anggun Sukma Ayu	100
6.	Lutfia Agustina W.	100
7.	Siti Solikhah	100
8.	Vika Selindra Putri Ainul	100
9.	Yunita Istiani Rahma	100
10.	M. Fauzan Musthofa	100
11.	Muhammad Kholil S.	80

## Result

From the application of **Edushell's** learning media that we have conducted on October 4, 2018 with the introduction of socialization on September 30, 2018, and October 13, 2018, to formal educators or instructors in Asem Manis hamlet, Ngawen we get results that student learning outcomes can be improved through the application of **Edushell** learning media.

We also get responses, criticisms, and suggestions from educators for the development of better learning media. The participants who took part in this learning media socialization were very enthusiastic, especially for teachers - senior instructors who were bored with monotonous learning methods, wanted new learning models but were still constrained by minimal ideas or sources. Next, we enclose the results of the questionnaire from participants in the socialization:

UNIVERSITAS MUHAMMADIYAH GRESIK  
DESA MANIS NGAWEN

Kesempatan: Sidiq  
Distrik: Ngawen  
Desa: Asem Manis  
Program Kegiatan: Maha Pembelajaran Lumbuh berong  
Nama Responden Masyarakat: Isti Qonath

1. Apakah anda mendapatkan manfaat dari program ini?  Ya  Tidak  
2. Apakah anda akan menggunakan media ini setelah EEN 2018 selesai?  Ya  Tidak  
3. Apakah ada kaitannya dengan program Teacher?  Ya  Tidak

Definisi penggunaan media Edushell ini i media 1 litera  
Compu dengan tema LAT apung  
media cetak.

Ditulis oleh: Isti Qonath

From the questionnaire we received, it can be concluded that participants benefited from the socialization we provided, gained new knowledge, and new inspiration in their teaching and learning activities. Participants also plan to continue the implementation of **Edushell's** media in their teaching and learning activities.

## Discussion

According to Nieveen (2010), a media is said to be useful if the use of media can achieve the expected goals. The expected goal, in this case, is to improve student learning outcomes. Student learning outcomes include three aspects, namely knowledge, skills, and attitudes. However, this study only focuses on the aspects of knowledge that are examined and the interest of students in it. Based on Table 1, the results of the *pretest* conducted to students of MI Al - Fath Asem Manis, Ngawen showed that the achievement of student learning outcomes was good enough before the application of **Edushell's** learning media. After repeated learning by giving **Edushell** media as teaching material, the *posttest* results of students showed a good improvement almost for all students, as shown in table 2.

## Conclusion

The primary purpose of this article is to improve the quality of learning in English using learning media from clamshell waste. The use of learning media using clamshell waste can improve the quality of learning in addition to attracting the use of the media can entertain students with forms that are like Ice Cream and also reduce scallop waste. In its implementation, the writer applies to learn by doing method which is done by media called Edushell. The media consists of several items, the first being Flashshell, and Eight Ice cream. The results of the research given by the authors are the application of the media can improve the English language skills of students and be able to provide variations in indoor learning that are not only fixed on the Package Books and Student Worksheets (LKS). Not only that, but the authors also found that the media was able to change the mood of students who did teaching through the media and were more interested in English.

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