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Demonstration of *Figure Character* Media to Introduce Adjective in English Learning for Children

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Abstract. This research is aimed to describe about the using of *Figure Character* media to introduce adjective in English learning for children to increase the students of teacher elementary program of STKIP Muhammadiyah Blora exploring media in English learning. This research happen is caused by the use of media in English learning is low in Blora area, so those reason became a motivation to make English learning process better and more effective. This research is descriptive qualitative research in case study method. Qualitative research is explained in words, phrases, sentences or paragraphs. The collecting data method uses questioner and interview. The two methods to collect variaty answers in the use of *Figure Character* media. Demonstration mastery to attract the students is chosen and consulted to the expert. The result of this research is the using of learning media *Figure Character* to introduce adjective to the children in English learning can improve the students' interest and spirit. Besides, the teacher become easier to teach the mastery by using they own learning media. The media usage can build an interesting learning process for the teacher and the students. The informans of this research are agree that using *Figure Character* media can ease the teacher to introduce adjective to the children as elementary students with high entusiasm. This research has motivated the teacher candidate to use learning media.

1. Introduction

Learning English is very important for children in global communication era, because nowadays the communication between each countries in the world is going free. Children need to be stimulated to learn English easily. Hope the stimulation can improve learning willingnes, so the result can be maximum.

Learning media is needed to help English learning. The usage of media needs a comprehension of learner's background. The media variation offers any use in teaching and learning process. The usage of media can be used to reach the goal on cognitive, psicomotor, and affective learning. In this case, the researcher tries to demonstrate *Figure Character* media that is interesting for children, so the goal of learning can be reached easily.

The usage of media in English teaching and learning process in the elemtary school in Blora regency may not optimum yet. It is caused by the teachers haven't optimized in using media. In other side, theachers in this era have a lot of opportunity to use media, one is by using *Figure Character*. As Kaltsum, H.U (2017) explained If the teacher gives attention to the elemantary students' character, hopefully the theacher will improve the process and active learning model that suitable to the elementary students' character, it may get maximum learning result.



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Tafonao, T. (2018) had explained about the role of learning media to improve students interest in learning. The research uses the college students as the research subject who will be improved their interest in the teaching and learning activity. Besides, Karo-karo & Rohani (2018) have explained about the advantages of learning media. But, the research still explain learning media in general. From the research review, there is a research gap that the college students of PGSD STKIP Muhammadiyah Blora can be the research subject to be motivated to use media learning, and as the teacher candidate, the researcher would like to improve the teacher quality in learning.

This research try to motivate the teacher candidate to use Figure Character media in introduce adjective to children in English teaching and learning process. It can be done by triggering the teacher candidate to use demonstration of the usage of an effective media that can be learned easily by the students. The media must be chosen, classified, and tested by the researcher based on the using before. Hope, the teacher candidate can be motivated to use demonstration of media usage in learning process. To motivate the college students who will be the teacher, they must be able to demonstrate the learning media which is related to students' responses. In this research, college students have a role as the audiences who will be motivated to use media in teaching and learning process. Vary of conceptions can be influenced by some aspect such as the participant's competency, mastery, presenter, method, time, place and instrument. Each aspect's condition will show varying conception.

This research' goals are to find and describe many conceptions of *Figure Character* media usage as the instrument to introduce adjective in English teaching and learning process. Besides, this research improve the teaching skill of PGSD students by using media to make learning process more effective. Many conception of teacher candidate will have each subjectivity. It will be research's background.

2. Method

This research uses case study method. The data are found, recorded and explained without add or relieve the data type. Qualitative method doesn't use statistic measurement, the research result explains by words, phrase, sentences and or paragraphs.

Cohen et al (2011) said that:

"Case studies can establish cause and effect, indeed one of their strengths is that they observe effects in real contexts, recognizing that context is a powerful determinant of both causes and effects"

This research uses naturalistic approach based on phenomenon happened during research process. The data can be manipulated in this approach.

The research is done to motivate the college students to use media in English teaching and learning process. The demonstration materials are chosen, classified, tested and consulted to the expert before. This research find and describe the college students' responses based on the data. The responses can be different, complex, but be written according to the fact in the research location.

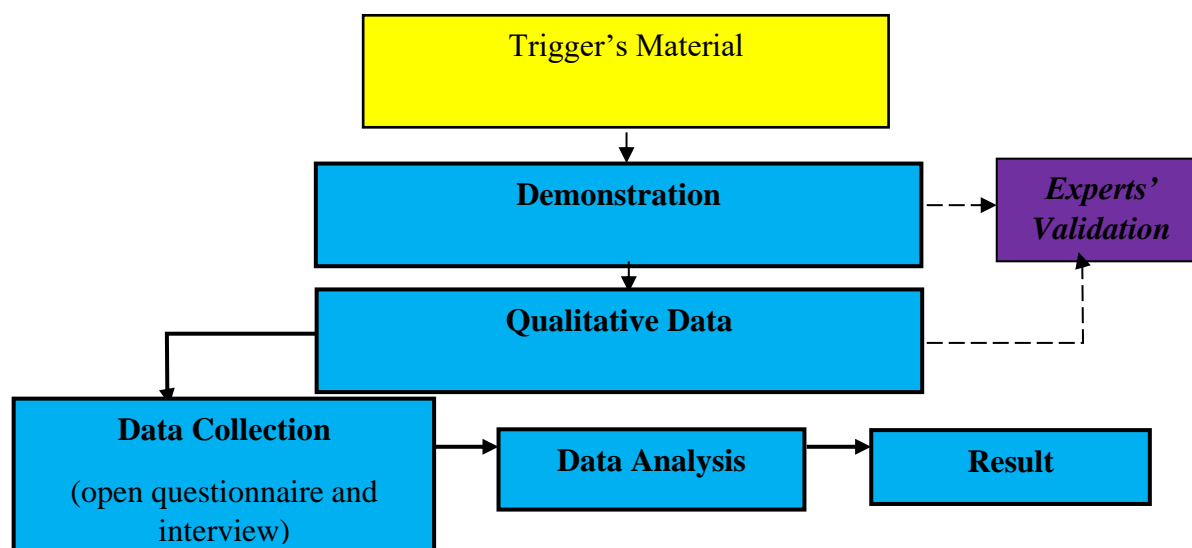


Figure 1 Research Design (Ryan and Bernard, 2000)

This research subject is the students' of PGSD program of STKIP Muhammadiyah Blora who consists of 15 students of the third semester and 29 students of first semester.

The data is collected by three instruments, they are open questionnaire, documentation, and interview. Open questionnaire is used to collect variety answer from the college students to the trigger of media usage in English teaching and learning process by demonstration. Documentation is used to collect the evidences of the activity as the information complement. Interview is used to clasified the data from open questionnaire. The data is analyzed by:

2.1. *Categorical data analysis*

The data variables are classified to some categories. In this research based on the conception collecting from the college student in problem identification aspects.

2.2. *Descriptive analysis*

Descriptive analysis method describes the facts then continued by analysis (Ratna in Sari and Rinda, 2017:10). This analysis describes the result of data categories comprehensively

2.3. *Substantive description theory*

In this analysis, the researcher describes the substantive theory from the research result.

3. **Result and Discussion**

From the research can be found result of demonstration *Figure Character* media to introduce adjective to the children as an Elementary students in English learning. *Figure character* used in learning process can be made by own the students or teachers (in this case the college students as the subject research). *Figure character* is formed character picture who is known by the children of elementary students in daily life. For example the character of Upin and Ipin, Masha, Shiva, etc. The character picture can be printed by the teacher and then can be created by the students in interesting form. It is aimed to attract the students in English learning process, so the teacher become easier to transfer the knowledge.

How to make *Figure Character* media is easy and it can be used in English learning for elementary students.

Material and Instrument

1. Character picture
2. Paper

3. Cardboard Box
4. Bamboo Stick
5. Scissors
6. Glue

How to make

1. Print the character picture on the paper
2. Cut the picture
3. Patch the picture on the cardboard box then cut it
4. Hook the bamboo stick between the paper and cardboard box then glue all of the part.

Figure character can be made with protagonist or antagonist actor, so the children can understand the adjective well.

The example of *Figure Character* media



The specific advantage of the usage *Figure character* media is to improve the interest and the learning result of the students. The general advantages of this media are:

- a. The media is made by the students, so it can improve their creativity and the students can memorize the materi easier.
- b. The students understand that learn English can use anything around the environment.
- c. The students learn happily and are not bore, so they can accept the knowledge clearly.

The advantages for the teacher is the teacher can introduce adjective to the students easier by using figur character from daily life. Hope, teachers can use learning media in teaching and learning process.

In this research, the college students follow the demonstration of learning process by using *Figure Character* media. The learning process by Figure Character media to introduce adjective to the children is as follow.

Tabel 1 Learning Process

First Meeting use <i>Figure Character</i>	
1. Introduction	
a.	Greeting and praying.
b.	Checking student presence
c.	Review mastery of the last meeting
d.	Give motivation to the students.
e.	Inform to the students about learning competency, indicator and goal.
f.	Devide the students in to some group
2. Main Activity	
a.	The students observe the group member and observe adjective that suitable with their friends condition.
b.	The students present the adjective based on their friends condition.
c.	The students are guidanced to make Figure Character use materials and instruments that have been prepared.
d.	The students collect the data from each <i>Figure Character</i> .
e.	The students are guidanced to conclud the adjective from the character.
f.	The students present the result of the group activity based on analysis in using media.
g.	Each group presents their <i>Figure Character</i> then presents the adjective based on the media.
h.	The teacher is guidanced to discuss the result clasicaly.
3. Clossing	
a.	The teacher give compliment to the best group.
b.	The teacher and students make a resume or conclusion of learning materi.
c.	The teacher gives score and reflexs to the learning process.
d.	The students are given homework.
e.	The teacher present the learning plan for thenext meeting.

After join on the demonstration activity, the college students try to find the object of research by filling the questionnaire and answering the interview.

Tabel 2 Leraning Process Result

No	Leraning Process Result
1	Learning media can be a medium to transfer knowledge to English beginner learner.
2	The media usage give interesting learning process.
3	There is students and teachers interaction.
4	The teacher doesn't dominate in learning process.
5	Leaning refferences are more complete.
6	Material presentation become interesting.
7	The teacher candidate would like to use learning media to help them in learning activity.
8	Figure Character media is suitable to be an equipment in introducing adjective for elementary students.

The result of learning process is shown by the questionnaire, is the students learning interest increase after learning process using media, because learning process become more intresting. Using *Figure Character* media causes the interaction between teacher and students can do actively. The learning process isn't dominated by the teacher, but the students become active too. The students become creative and sistematis. Learning references can be more complete. So, the maetery can be transfered well. After watched the demonstration of Figure Character Media that is used in the learning process, the students of STKIP Muhammadiyah conclude that the use of learning media is very important, so they will use it in the teaching and learning activity. Figure Character media is a suitable tool to introduce adjective for elemenrtary students, especially for Blora regency.

Tabel 3 Interview result

No	Question	Respon
1	College students' interest to join demonstration of learning process with media.	Very interested
2	The spirit to learn mastery using media	Get high spirit
3	The strength of learning media	Can be made ownself
4	The appropriate between learning media and amastery	Leraning media can be appropriated with the learning references
5	The opinion of media usage in learning process	Learning media usage gives interesting learning process

From the interview with the informans, the researcher can conclude that after join on demonstration of Figure Character media for English learning process to introduce adjective to the children, the students' interest and spirit in learning are increase. Besides, it is easy to do by the teacher because learning media can be made by the teacher or and the students based on the mastery. Learning media usage can produce interesting learning process, both for the teacher and the students. Everything that the students face in the learning process can help them to memorize the mastery easier.

Compare to some research before, this research motivate the college students who are as teacher candidate to use learnig media in teaching and learning activity at elementary school. Hope, the learning process has higher quality than before. The preview researches motivate the students to increase the interest in learning, but this research motivate the teacher candidate to increase their creativity in using leraning media.

4. Conclusion

According to the data analysis can be concluded that the using of learning media *Figure Character* to introduce adjective to the childddren in English learning can improve the students' interest and spirit. Besides, the teacher become easier to teach the mastery by using they own learning media. The media usage can build an interesting learning process for the teacher and the students. The informans of this research are agree that using Figure Character media can ease the teacher to introduce adjective to the children as elementary students with high entusiasm. This research has grow the spirit of teacher candidate of STKIP Muhammadiyah Blora to use learning media in learning process.

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