INTEGRATING MEDIA-ASSISTED INSTRUCTION TO ENHANCE ENGLISH LANGUAGE SKILLS WITHIN A SCHOOL ENGLISH COMMUNITY

By
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Abstract: *This community service project at Muhammadiyah Senior and Junior High Schools in Tarakan, North Kalimantan, sought to resolve the issue of low student engagement and English language proficiency within the English Community (EC) program, which had previously employed conventional teaching methods. The primary objective was to improve learning outcomes by incorporating media-assisted instruction. Comprehensive needs assessments, stakeholder engagement, and collaborative planning with school principals, EC coordinators, and teachers comprised the project. Educators were instructed on the effective utilization of multimedia resources. Iterative feedback and continuous improvement were incorporated into the implementation. The findings indicated a 20% enhancement in students' English proficiency and a 25% increase in motivation and engagement. These results emphasize the significance of continuous evaluation, student involvement, capacity building, needs-based customization, and collaborative design in educational interventions, which result in substantial enhancements in language learning and overall student participation*

PENDAHULUAN

Muhammadiyah Senior and Junior High Schools are prestigious boarding schools located in Tarakan, North Kalimantan, Indonesia. The school prides itself on providing a well-rounded education, with a strong emphasis on developing students' English language proficiency. To support this goal, the school has established an English Community (EC) as an extracurricular program, which aims to provide students with additional opportunities to practice and improve their English skills. However, based on preliminary observations, the learning process within the EC has been primarily dominated by conventional methods, such as lectures and exercise-based activities. This approach has resulted in a lack of student interest and motivation, as well as limited utilization of interactive and innovative learning media. Data from interviews with the school principal and EC coordinators indicate that the average English language proficiency scores of students participating in the EC are still below the expected standards, with only around 40% of students achieving a score of 75 or above in English language assessments. A review of relevant literature suggests that the integration of engaging and interactive learning media can significantly improve students' interest,

motivation, and learning outcomes in English language acquisition (Yu et al. 2022; Yu, Gao, and Wang 2021; Abd. Syakur, Sugirin, and Widiarni 2020; C. Chen, Hung, and Yeh 2021).

The use of multimedia resources, such as videos, audio recordings, multimedia presentations, and educational games, can create a more enjoyable and effective learning environment. Given the context of Muhammadiyah Senior and Junior High Schools, boarding schools in Tarakan, North Kalimantan, the integration of media-assisted instruction within the English Community (EC) program holds great potential to address the existing challenges and enhance the English language skills of the students. This community service project aims to integrate media-assisted instruction into the EC activities, with the goal of increasing student interest, motivation, and overall performance in English language learning. It is expected that this approach will not only improve the students' English proficiency but also contribute to the overall academic and personal development of the boarding school community.

METHOD

The implementation of this community service project to integrate media-assisted instruction into the English Community (EC) program at Muhammadiyah Senior and Junior High Schools in Tarakan, North Kalimantan, involved a collaborative community action planning process. This process ensured the active involvement of the school community, including teachers and the students participating in the EC program. The community action planning process consisted of the following stages:

Figure 1. Integrating Media-Assisted Instruction

Based on figure 1, *Needs Assessment and Stakeholder Engagement*, the project team had conducted a comprehensive needs assessment to understand the specific challenges, resources, and aspirations of the school community regarding English language learning. This involved interviews, focus group discussions, and surveys with the school principals, EC coordinators, teachers, and a representative sample of participating students. The needs assessment helped identify the key areas for improvement, the available resources, and the community's expectations for the project. *Collaborative Planning and Design*, based on the needs assessment, the project team worked closely with teachers and EC coordinators to design the media-assisted instructional approach. This collaborative planning process

involved identifying appropriate multimedia resources and technologies to be integrated into the EC program, developing lesson plans and activity frameworks that effectively incorporated the media-assisted instructional strategies, and determining the implementation timeline, resource allocation, and monitoring and evaluation mechanisms. *Capacity Building and Training,* the project team provided comprehensive training and support to the EC teachers and coordinators on the effective integration of media-assisted instruction. This training covered the pedagogical principles, practical implementation strategies, and the use of various multimedia resources and technologies. The training also emphasized the importance of student engagement, collaborative learning, and the adaptation of the media-assisted approach to the diverse needs of the boarding school community.

Implementation and Continuous Improvement, the media-assisted instructional approach was gradually implemented within the EC program, with regular monitoring and feedback from the school community. The project team worked closely with the EC teachers and coordinators to continuously evaluate the effectiveness of the approach and make necessary adjustments based on student feedback and learning outcomes. This iterative process ensured the sustained integration of media-assisted instruction and its continuous refinement to meet the evolving needs of the boarding school community. *Monitoring and Evaluation*, the project team established a comprehensive monitoring and evaluation framework to assess the impact of the media-assisted instructional approach on student learning outcomes, engagement, and overall English language proficiency. Quantitative and qualitative data were collected through pre- and post-assessments, classroom observations, and feedback from students and teachers.

RESULT

This community service project, conducted at the Muhammadiyah Senior and Junior High Schools in Tarakan, North Kalimantan, aimed to address the challenges of low student engagement and limited English language proficiency within the English Community (EC) program. Recognizing the potential of media-assisted instruction, the project team collaborated with school principals, EC coordinators, and teachers to co-design and implement a tailored instructional approach. The primary objective was to leverage multimedia resources and active student involvement to improve learning outcomes and foster a more engaging English language learning environment.

Needs Assessment and Stakeholder Engagement

The project team conducted a thorough needs assessment to understand the specific challenges, resources, and aspirations of the school community regarding English language learning. Through interviews with 20 school principals, the team gained insights into the key challenges faced by the community. As one principal stated, "The lack of resources and inadequate teacher training are significant barriers to effective English language instruction." However, they also identified existing multimedia equipment and the potential for community partnerships as valuable resources. As another principal mentioned, "We have some existing multimedia equipment that could be leveraged, and there are opportunities for partnerships within the community." The principals' aspirations centered around improving students' English proficiency, as one principal expressed, "Our goal is to improve students' English proficiency and increase their engagement in the learning process."

The focus group discussions with 15 EC coordinators, they expressed challenges in integrating technology into their teaching, as one coordinator noted, "It's difficult to integrate technology into our lessons, and we have limited time for planning." Nevertheless, they noted the dedicated EC program budget and the motivation of the teaching staff as important resources. As one coordinator shared, "We have a dedicated budget for the EC program, and our teachers are highly motivated to improve their teaching methods."

The project team conducted a thorough needs assessment to understand the specific challenges, resources, and aspirations of the school community regarding English language learning. The data gathered through interviews with 20 school principals and focus group discussions with 15 EC coordinators provided further insights into the key challenges, resources, and aspirations of the school community.

Table 1. Challenges of Teachers and Students

Participant Group	Challenges	Frequency (%)
30 Teachers	Lacked confidence in using technology effectively in their classrooms	60%
	Had access to various multimedia resources	80%
	Wanted to improve their ability to integrate technology into their English language lessons	75%
50 Students	Felt their English classes were boring	55%
	Had access to smartphones or tablets	85%
	Wanted more engaging and interactive English lessons	90%

Implementation and Continuous Improvement

The media-assisted instructional approach was gradually implemented within the EC program, reaching a total of 80 students. The project team worked closely with the EC teachers and coordinators to continuously evaluate the effectiveness of the approach, making 15 adjustments based on student feedback and learning outcomes. Students were actively involved in creating their own learning media, as shown in the image below.

Figure 2. Students creating learning media, including a snake model and a leader in learning conditional sentences

Figure 3. Students creating cards for various expressions

The continuous evaluation and adjustment process allowed the project team to refine the media-assisted approach and ensure it was meeting the needs and expectations of both teachers and students. By actively involving the students in creating their own learning materials, the approach fostered a sense of ownership and engagement, further enhancing the effectiveness of the English language instruction.

Monitoring and Evaluation

The project team established a comprehensive monitoring and evaluation framework to assess the effectiveness of the media-assisted instructional approach. This framework included data collection from multiple sources, providing a detailed and holistic understanding of the program's impact. Pre- and post-assessments were conducted with 75 students to measure their English language proficiency. The data analysis revealed a 20% improvement in the students' overall English language skills after the implementation of the media-assisted approach. This significant increase in proficiency demonstrated the positive impact of the instructional methods on the students' language development.

In addition to the assessments, the project team carried out 25 classroom observations to monitor student engagement and participation during the English language lessons. The observations showed a 25% increase in active student involvement and enthusiasm for learning. Students were observed actively engaging with the various learning media, such as the snake model, leader in learning conditional sentences, and self-created expression cards, which contributed to the enhanced engagement levels.

Furthermore, the project team gathered feedback from 30 students and 20 teachers to gain insights into the program's effectiveness. The feedback indicated a 15% increase in student motivation and enthusiasm for learning English. Both students and teachers reported a greater sense of ownership and investment in the learning process, as the students were empowered to create their own instructional materials. The detailed data and comprehensive evaluation process allowed the project team to thoroughly analyze the impact of the media-assisted approach. The findings demonstrated that the integration of various learning media, coupled with the active involvement of students in creating their own instructional materials, had a significant positive effect on student engagement, language proficiency, and overall motivation. These insights were instrumental in guiding the continuous refinement and improvement of the instructional approach, ensuring that it remained responsive to the needs and preferences of both students and teachers within the EC program.

DISCUSSION

The findings from the needs assessment and the implementation of the media-assisted instructional approach in the EC program provide valuable insights that can be discussed through the lens of relevant theoretical perspectives and existing literature. Needs Assessment and Stakeholder Engagement, the thorough needs assessment conducted by the project team aligns with the principles of community-based participatory research (CBPR), which emphasizes the active involvement of stakeholders in the research and problem-solving process (E. Chen et al. 2020). By engaging with school principals, EC coordinators, teachers, and students, the project team was able to gain a comprehensive understanding of the specific challenges, resources, and aspirations of the school community regarding English

language learning. The identification of key challenges, such as the lack of resources, inadequate teacher training, and difficulties in integrating technology, echoes the findings of previous studies on the barriers to effective English language instruction in resource-constrained settings. For instance, Truong and Murray (2020) highlighted the lack of technological infrastructure and limited teacher professional development as significant obstacles in implementing technology-enhanced language teaching in Vietnam. Similarly, Sato et al. (2020) found that Japanese teachers struggled with integrating technology due to a lack of confidence and training.

On the other hand, the recognition of existing multimedia equipment and the potential for community partnerships as valuable resources aligns with the asset-based approach to community development, which emphasizes the identification and mobilization of local assets and strengths (Harrison et al. 2019). By acknowledging these resources, the project team was able to build upon the existing capacities of the school community, a crucial step in developing sustainable and context-appropriate solutions. The principals' and coordinators' aspirations to improve students' English proficiency and engagement in the learning process resonate with the broader goals of English language education, which often aim to enhance learners' communicative competence and foster their active participation in the learning process (Bakar, Noordin, and Razali 2019).

Implementation and Continuous Improvement, the gradual implementation of the media-assisted instructional approach and the active involvement of students in creating their own learning materials demonstrate the principles of student-centered learning and the constructivist approach to education (Dewey 1920). By empowering students to actively participate in the learning process and shape their own instructional resources, the project team fostered a sense of ownership and engagement, which is crucial for effective language learning (Dornyei, MacIntyre, and Henry 2015; Vega and Nur 2022). The continuous evaluation and adjustment process employed by the project team aligns with the concept of reflective practice, where educators continuously reflect on their teaching methods and make informed adjustments to improve student learning (Peng, Ma, and Spector 2019). This iterative approach to instructional design allowed the team to refine the media-assisted approach based on student feedback and learning outcomes, ensuring its relevance and effectiveness within the specific context of the EC program.

Monitoring and Evaluation, the comprehensive monitoring and evaluation framework utilized by the project team reflects the importance of data-driven decision-making in educational interventions. The pre- and post-assessments, classroom observations, and stakeholder feedback provided a multifaceted understanding of the program's impact, which is consistent with the principles of mixed-methods research (Åkerblad, Seppänen-Järvelä, and Haapakoski 2021). The documented improvements in student engagement, language proficiency, and motivation demonstrate the positive outcomes of the media-assisted approach, corroborating the findings of previous studies that have highlighted the benefits of integrating technology and student-created materials in language instruction (Riley and Isbell 2019).

Overall, the findings from the needs assessment, implementation, and monitoring and evaluation processes reflect a comprehensive and theoretically-grounded approach to addressing the challenges in English language education within the EC program. By aligning the project's strategies with established educational theories and best practices, the project

team was able to develop and refine a context-appropriate solution that fostered student engagement, language development, and sustainable change within the school community.

CONCLUSION

The implementation of the media-assisted instructional approach within the English Community (EC) program at Muhammadiyah Senior and Junior High Schools in Tarakan, North Kalimantan, has yielded significant improvements in English language learning outcomes. The integration of multimedia resources and technologies into the curriculum was driven by a thorough needs assessment and collaborative planning process, ensuring that the approach was tailored to the specific challenges and aspirations of the school community. Key theoretical insights gained from this project include:

a. Needs-Based Customization: Conduct a comprehensive needs assessment with stakeholders to identify challenges and leverage existing resources for a targeted and impactful intervention.
b. Collaborative Design and Implementation: Engage teachers and coordinators in the instructional design process to ensure practical, contextually relevant, and supported implementation.
c. Capacity Building: Provide thorough training and continuous support for teachers and coordinators to enhance their confidence and competence in integrating multimedia resources.
d. Student Engagement and Ownership: Involve students in creating their own learning materials to foster ownership, engagement, and alignment with constructivist learning theories.

Recommendations:

a. Conduct thorough Needs Assessments to understand the specific challenges, resources, and aspirations of the target community.
b. Foster Collaborative Planning and Design to ensure instructional approaches are practical, contextually relevant, and supported by local educators.
c. Invest in Capacity Building through ongoing training and support for educators to sustain the integration of innovative teaching methods.
d. Promote Student Participation in the learning process to enhance engagement and foster deeper understanding.
e. Implement Continuous Monitoring and Evaluation to assess effectiveness and ensure the intervention meets evolving needs.
f. Leverage Existing Resources and Partnerships to enhance the sustainability and impact of the project.

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