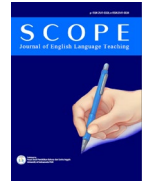




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Research Article

E-Visual English Instructions (EUIS) Through Figma to Improve English Primary School Teachers

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KEYWORDS

E-Visual English Instructions,
 Figma,
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A B S T R A C T

Nowadays, technological support can be used to help teachers improve their listening skills through radio, audio cassettes, television, videos, computers, or internet media with various existing pages. Each type of technology provides opportunities for the teachers to explore their listening strategies through E-Visual English Instructions (EUIS) applications as a medium. The aim of the research is to find out the E-Visual English Instructions (EUIS) applications on smartphones can be useful for the primary school English teacher in Tangerang to increase their English skills, especially listening skills. This research used quantitative descriptive by the experimental pre-test posttest design consisted of 20 teachers, and the data was obtained after the researcher did the pretest, formative, evaluation, and post-test by collecting data through observations, tests, questionnaires, and documentation. The results of this study indicate that some teachers' use of the E-Visual English Instructions application can improve their understanding and interest in listening skills. Based on the average score of the teachers' formative tests and evaluation tests, The results show that the average score increased from 55.7 in the formative test under the direction of the researcher to 88.8 in the ability test without direction through the evaluation of the test. The analysis of the results means that there is improvement in teachers' listening skills and interest in using E-Visual English Instructions (EUIS) applications. Means that the use of this application is highly recommended in English language learning, especially in improving listening skills for elementary school English teachers.

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INTRODUCTION

In the current era of globalization, the role of English as an international language is very important because all information related to technological advances is made in English. In this media interaction, using applications such as Spotify, Duolingo, PlentaU, Lingodeer, boocreato, and speeko helps in learning English. Application media: being able to decide on the topics and languages we will listen to improves listening skills. Listening skills are an

information framework for communicating the process of understanding sounds and their vocabulary and language structures. It could be that teachers are still very slow in mastering and increasing their hearing knowledge. Assessment and teaching can be intentionally integrated by building appropriate assessments and interpreting assessment information effectively by describing listening activities as an active process of receiving stimuli (stimulus) into the ear (sound) (DeVito, 2013).

According to Tarigan (2015), listening is the process of listening to verbal symbols with full attention, understanding, appreciation, and interpretation to obtain information, capture the content, or understand the communication that has been conveyed by the speaker through speech or language. The listening skill learning technique aims for education, namely laying the foundations of intelligence, knowledge, personality, and skills to attend further education. Therefore, local governments in Indonesia have adopted the policy of including English as an additional subject. Verbal communication is a form of communication that is conveyed by the sender of the message or source to the recipient of the message or communicant by using words both orally and in writing (Nurudin, 2016). It is caused by several things. One of the problems is that teachers do not know a lot of vocabulary; teachers are not accustomed to listening to English pronunciation. The solution is the interaction of teachers' minds to analyze hand communication interactions such as hands and movements. because of the ability to understand the message expressed by the speaker through the voice. Therefore, listeners do not have the opportunity to ask the speaker to repeat or clarify the message conveyed, for example, when listening to the radio or podcast, so listeners must be able to understand it as it is. So, teachers must have great motivation to improve their listening skills. The solution aims to prepare teachers with the material to be heard. This step depends on the knowledge or experience of the teachers themselves. Other phenomenon of problems E-Visual English Instructions (EUIS) Through Figma to Improve English Primary School are the teachers lack confidence in using English and teachers are reluctant to use English in the teaching process because they are afraid of making mistakes, especially in pronunciation.

To solve the problem above, audiovisuals by using the E-Visual English Instructions (EUIS) application implemented by the teachers to improve their listening skills is very useful for learning English, so it takes extra time to observe it. By using learning tools or media accompanied by visualization, better known as audio-visual Arsyad (2011) argues that learning using multiple senses (audio-visual), namely the senses of hearing and sight, will provide benefits for teachers because the students will learn more than if the subject matter is presented with visual stimuli or only visually. make it easier for students to digest the problems presented because listeners are encouraged to use their imaginations and optimize brain function, both left and right. Audiovisual media in listening skills is applied in the listening learning method, and voice recordings are analyzed through the EUIS application in the form of sound and text to determine teachers' ability to remember the language they are learning in English.

The learning process is divided into five parts. These parts are remembering, understanding, applying, analyzing, and evaluating. The teachers sit in class when they can learn English with listening skills. Teachers learn to listen to opening learning process instructions, learning process instructions, and closing learning process instructions by using the EUIS application as their favorite way and to introduce how to learn audio-visual listening skills using the EUIS application. Therefore, the researcher analyzed this research, which aims to analyze the material improvement of listening skills for the teachers using E-Visual English Instructions (EUIS) applications as a medium.

The research aims to find out whether the E-Visual English Instructions (EUIS) applications on smartphones can be useful and increase the primary school teacher's listening skills in Tangerang Indonesia. The problem formulation can be broken down into several research questions, as follows: 1) How does the process of listening to audiovisual skills using the EUIS application become easier for teachers? 2) Is the use of the EUIS application effective in increasing listening skills for teachers?

E-Visual English Instructions

E-Visual is also as electronic visual as modern innovative technology (Gurmaetifa, Yuliani, Marliasari: 2021). English lessons are based on research into how newborns learn their native language, which frequently involves discussions in which children respond physically to commands from their parents and others. For example, a child will comply when a parent says, "Look at dad" or "Give me the ball" (Madisa&Suariah, 2019). English instructions are language teaching methods that help students learn new expressions, particularly verbs and other accompanying words, by hearing and acting out these phrases. They can also be used in conjunction with individual learning styles (Rissanen, 2019). Students are not required to speak while learning. Their primary responsibility is to obey the teacher's (acting as parents) repeated directions until they are carried out smoothly (Sulfemi & Kamalia, 2020). This implies that, at the practice level, the instructor initiates learning by uttering a command in the form of a word (such as "Jump!" or "Read!") or a phrase (such as "look at the board") and performing activities as directed. The instructor then returned to give the instruction, which was followed by every student. After repeating an exercise several times, a teacher may assign students to speak and carry out the order at the same time. Once each student is confident in his or her understanding of the word or phrase, the instructor may assign students to alternate roles as instruction givers and receivers (Syafrijal & Haerudin, 2021), (Hasibuan, 2020) E-Visual is also as electronic as modern innovative technology (Gurmaetifa, Yuliani,

Marliasari: 2021). English lessons are based on research into how newborns learn their native language, which frequently involves discussions in which children respond physically to commands from their parents and others. For example, a child will comply when a parent says, "Look at dad" or "Give me the ball" (Madisa&Suariah, 2019). English instructions are language teaching methods that help students learn new expressions, particularly verbs and other accompanying words, by hearing and acting out these phrases. They can also be used in conjunction with individual learning styles (Rissanen, 2019). Students are not required to speak while learning. Their primary responsibility is to obey the teacher's (acting as parents) repeated directions until they are carried out smoothly (Sulfemi & Kamalia, 2020). This implies that, at the practice level, the instructor initiates learning by uttering a command in the form of a word (such as "Jump!" or "Read!") or a phrase (such as "look at the board") and performing activities as directed. The instructor then returned to give the instruction, which was followed by every student. After repeating an exercise several times, a teacher may assign students to speak and carry out the order at the same time. Once each student is confident in his or her understanding of the word or phrase, the instructor may assign students to alternate roles as instruction givers and receivers (Syafrijal & Haerudin, 2021). (Hasibuan, 2020).

Electronic Media

The improvement of science and technology in the field of education is known as an electronic media-oriented education system. The application of science and technology in education will, of course, produce a technology-oriented learning system, especially media learning. Learning media is a channel or intermediary that can be used to channel messages (learning materials) so that they can stimulate the attention, interests, thoughts, and feelings of the teachers in learning activities to achieve certain learning objectives (Sudatha, 2015). This is reinforced by the opinion of Sudjana and Rivai (2010) that there are several reasons why learning media can improve the learning process for teachers, such as: 1) learning will attract the attention of teachers so that they can foster learning motivation; 2) learning materials will have a clearer meaning so that they can be understood more by students and allow students to master the learning objectives better. 3) Teaching methods will be more varied. 4) The learner does more learning activities because they do not only listen to the teacher's description but also carry out activities such as observing; all of this can be done by using learning media based on science, development knowledge, and technology. From the definition above, it can be concluded that electronic media is a process that learners need to develop knowledge of, interest in learning, and motivation in the learning process. According to

Sanaky (2011), the purpose of learning media as a tool for learning is to facilitate the learning process in class, improve the efficiency of the learning process, maintain relevance between subject matter and learning objectives, and help the concentration of learners in the learning process. So, the purpose of using learning media is to make it easier for teachers to deliver a subject matter, streamline the process of learning, and assist teachers in accepting a concept or teaching materials.

Audio Visual

Audio is a medium used in the learning process by only involving the teacher's sense of hearing. The learning experience that will be obtained is by relying on the sense of hearing ability. Therefore, audio media is only capable of manipulating sound capabilities. The basis for media selection considerations Theoretical reasons for media selection Suyanto and Jihad (2013) argued that the principle of consideration in the selection of learning media depends on learning objectives, subject matter, teaching-learning strategies, and classroom conditions. The selection of the right learning medium can accelerate learning goals. Is the learning medium able to improve cognitive, affective, and psychomotor intelligence, which is the goal of learning? Suprihatiningrum (2013) argues that some considerations in choosing appropriate learning media include learning objectives, learning methods, and the characteristics of learning materials. According to Djamarah & Zain (in Handayani 2010), audiovisual media is divided into two types: first, silent audio-visual, such as media that display sound and pictures such as sound frames (sound slides), and second, audio-visual motion, namely media that can display elements of sound and motion pictures like movies and videos. These two types of media in general are used for entertainment purposes, documentation, and education. Movies and videos can provide information, describe the process, explain complex concepts, teach skills, abbreviate, or extend time, and affect attitude.

Listening skills by using E-Visual English Instructions Applications

Gerlach & Ely (in Arsyad, 2002) reveal that the media are broadly human, material, or events that build conditions that enable teachers to acquire knowledge, skills, or attitudes. focuses on conveying student messages so that the learning process occurs and can achieve learning objectives effectively. According to Supriyanto (2005), the application is a program that has activities and processing commands required to carry out user requests with specific purposes. To an understanding of the application, the function of the application is certainly not far from the purpose for which it was created. namely, providing convenience and comfort in various areas of life and by users. So, with this application, a problem will be solved

more quickly and accurately. Spotify is a digital music service and an application designed to make learning English easier, especially listening. Pangastuti states that applications can improve learners' ability to learn English, especially listening skills (Pangastuti, 2015), because using the application can improve their memory, increase vocabulary, practice pronunciation, and, of course, it doesn't make learners feel bored because they can learn to listen by choosing the English learning process, such as how to open the learning process by using English, how the learning process is running in the class by using English, and how to close the learning process in the class. So, the EUIS application in listening learning means that the listening application is used to improve the teachers' listening skills in English.

Figma

Figma is a cloud-based design and prototyping tool used in user interface and user experience (UI/UX) design. It allows users to collaboratively create and share designs, prototypes, and design assets in real-time. Figma is known for its versatility, as it can be used for designing websites, mobile apps, and other digital interfaces. It offers features such as vector editing tools, interactive prototyping, and design components, making it popular among designers and design teams for its efficiency and collaborative capabilities (Chen&Liu, 2020).

Figma is a powerful design tool with various functions that support the design and collaboration process. Some of the key functions of Figma include (Lee&Kim, 2021):

1. Design Creation: Figma provides a wide range of design tools and features to create and customize designs. It offers vector editing tools, typography options, color palettes, and image editing capabilities.
2. Prototyping: Figma allows designers to create interactive prototypes to simulate user interactions and user flows. It offers features like transitions, animations, and interactive components, helping designers create realistic and interactive prototypes.
3. Collaboration: Figma is designed for seamless collaboration among team members. Multiple users can work simultaneously on the same design file, making real-time edits and providing feedback. It also offers features like comments, design versioning, and design history, facilitating effective collaboration.
4. Design Components and Libraries: Figma allows designers to create reusable design components and libraries. This helps in maintaining design consistency across different screens and projects, and makes it easier to update design elements globally.
5. Developer Handoff: Figma provides features for developer handoff, allowing designers to generate specifications, CSS, and assets directly from the

design files. This helps in streamlining the handoff process between designers and developers.

6. Cloud-Based Storage: Figma operates on the cloud, providing secure storage for design files. It allows designers to access their designs from anywhere, collaborate with team members remotely, and share design files easily.

As a medium in teaching English, Figma can be utilized in various ways to enhance the learning experience. Here are some possible applications of Figma in English language teaching (Smith&Johnson, 2020):

1. Interactive Visual Learning Materials: Teachers can use Figma to create visually engaging learning materials such as flashcards, infographics, or interactive presentations. These materials can incorporate images, text, and interactive elements to make language learning more engaging and memorable for students.
2. Collaborative Design Projects: Figma's real-time collaboration features enable teachers and students to work together on design projects related to English language learning. They can create collaborative interactive exercises, design digital storytelling projects, or develop multimedia presentations to showcase language skills.
3. Virtual Classroom Design: Figma can be used by teachers to design virtual classrooms or digital learning environments that simulate a physical classroom setting. They can create visual elements like posters, bulletin boards, or seating arrangements to create an immersive online learning experience.
4. Language Learning Games and Activities: Figma enables teachers to design interactive language learning games and activities. They can create game boards, interactive quizzes, or drag-and-drop exercises that focus on vocabulary, grammar, or language skills practice.
5. Multimedia Language Projects: Figma allows teachers to combine various media elements such as images, audio, and video to create multimedia language projects. Students can create presentations, podcasts, or video tutorials using Figma, integrating their language learning with digital media production skills.

By leveraging Figma's design and collaboration features, teachers can personalize the learning experience, increase student engagement, and create visually rich and interactive English language teaching materials and activities.

METHOD

Design

The research used quantitative descriptive by using experimental pretest posttest design.

Table 1. Instruments and method in quantitative descriptive research, the researcher is the basic instrument in this study:

No	Activity	Focus
1	Observation	1. List of the teachers' names
2	Socialization	2. Euis Application
3	Questionnaire	1. An Online questionnaire (Google form)
4	Documentation	1. Test 2. Photographs

Data Validity Technique

The data collected will be analyzed quantitatively. This research uses descriptive facts that match the data obtained to determine the ability to listen to skills obtained by teachers qualitatively during the learning process. To know the quality of product development using data techniques using media assessment data obtained from the results of questionnaires by experts' media, material experts, and learning experts and convert qualitative assessments to quantitative ones. The analysis is used to understand relationships and concepts in the data so that hypotheses can be developed and evaluated.

The data analysis technique used in this study is described as follows:

Table 1. Scale Likert

Category	Scale
Strongly agree	5
Agree	4
Neutral	3
Disagree	2
Strongly disagree	1

Adopted From Arifin 2010: 137

Score listening skills improvement using the following:

Formula:

$$Student's\ Score = \frac{The\ gain\ score}{The\ maximum\ score} \times 100$$

Table 2. Classification of Teacher' Score

Score	Classification
91-100	Excellent
76-90	Good
61-75	Average
51-60	Poor
< 50	Very Poor

Data analysis

Techniques for data collection include data to support data collection obtained from surveys. It can be done in various ways and from various sources. Three data collection techniques for improving listening skills with the EUIS applications are:

1. Observation

Observation is an activity with a process to understand knowledge by getting the information needed. The purpose of observation is to describe the setting being studied, the activities taking place, the people involved in the activities, and the meaning of the event from his point of view. as seen in the observed events. Pre-research observation of where the Figma learning medium is made and its experts After the data is collected, it can be used as a basis or material for consideration in the development of EUIS applications, so it is hoped that the right product will be obtained according to the needs and then the purpose of the development. This learning product can be achieved.

2. Questionnaire

This research uses questionnaires to collect information about responses from teachers on the improvement of listening skills using the EUIS application.

3. Documentation

The collection of data with documents in this study was carried out to gather data on the materials for making learning media, for example, the materials delivered as well as the competencies and indicators that must be achieved by teachers in the use of the developed media. This documentation aims to strengthen the data obtained in the learning process.

RESULTS AND DISCUSSION

This research was conducted in Tangerang District by transcribing the results of the research that had been collected through two data collection techniques, namely questionnaires and tests to determine development and answer. This research was conducted in two cycles, and each cycle consisted of two meetings.

Pre-test At the first meeting, the researcher did not give treatment or direction to teachers about how the learning process would be carried out. The results of the practice test to improve teachers' understanding using the EUIS application on listening skills The experimental pre-test consisted of 20 teachers, and the data was obtained after the researcher did the pretest, formative, evaluation, and post-test. 15 teachers get a score of 50–60. It was stated that teachers in the class were still common in doing the

pre-test, but the EUIS application still had no growth in listening skills; it needed to be improved and directed at learning.

Formative Test: This test is carried out during teaching and learning activities. It serves to find out the weaknesses that occur during the teaching and learning process so that improvements can be made so that the learning process carried out by the teacher can have better outcomes. The result of the formative test can be seen in the attachment. Formative tests, after being directed by researchers, use the EUIS application for teachers. Teachers' assessments are better than before after adding new insights into improving listening skills through the EUIS application in learning. Researchers monitor the extent to which teachers make progress during the learning process by being explained and guided by researchers.

Evaluation tests and identification activities for teachers' ability level to process the value of the data collected a program that has been planned for the value has been achieved or has not been achieved by teachers in reflecting teachers' progress. Evaluation: After being tested by researchers, teachers begin to improve their level of ability in applying teachers' evaluations to provoke new inspiration for listening skills based on the EUIS application.

Posttest: This test was carried out at the end of the learning process of the material to know the extent to which teachers' understanding of the material and subject matter. What is being studied in the test material is related to the material that has been taught to previous teachers. The goal is that researchers can find out which is better than the results of both tests on teachers' understanding. When more teachers understand a material after the learning process, the program is considered successful. It can be seen from the results of the posttest that the average value of 88.8 is included in the very good criteria. This study includes teachers' affective post-tests. The highest score of 70–100 meets very good criteria. The average score of the honesty material on teachers in the post-test was carried out after the exemplary approach took place.

The results of data collection with structured questionnaires that used Google Forms obtained respondents from as many as 20 teachers. The data obtained has been verified by the respondent profile in This study was observed to provide an overview of what the sample of this study was like. Respondents who are categorized as increasingly capable maintain a more lively and fun learning atmosphere so that it can generate teachers' learning motivation.

Based on the results of the study, the analysis of the pretest and post-test data was appropriate for improving teachers' listening skills using the EUIS application. The thing with

tests that show a significant difference is to investigate teachers' prior knowledge of listening skills using the EUIS application before giving directions and explanations to teachers. Researchers have given a pre-test to determine the improvement of teachers' listening skills. The statement is evidenced by the initial score of 30–60 pre-test scores. That is, the teachers' listening comprehension is still lacking.

Therefore, the researchers tested teachers to do the same and were given directions to teachers to get a very good score than before. After being given direction by the researcher, it turned out that teachers got very satisfactory scores. The meeting of the two researchers gave an evaluation test to find out the improvement of teachers who were directed at the previous meeting with the help of the researcher asked the teachers the words that were in the text the most difficult sentence.

After completing the evaluation test, the teachers' improvement in listening skills method was much better. After being given an evaluation test, the researcher was given a posttest to find out the teachers' improvement in listening skills using the application described by the researcher. The researcher provided a link to provide audio for teachers to listen. Give 30 minutes to fill in the blank sentences. After working on the post-test questions, teachers get the average score. Because most of the teachers got high scores and no teachers got low scores, it can be concluded that teachers experience an improvement in listening skills and an explanation of how to learn to use the EUIS application.

CONCLUSION

Learning activities with the EUIS application to listen to audio are an easy way of learning for beginners to learn skills listening to stimulate teachers to improve with listening skills. Based on data analysis, the researchers concluded that the use of the EUIS application with listening skills in Primary School teachers can be applied to find out the improvement in the use of EUIS application in listening to it through Figma can be seen from the 4 steps to determine teachers' improvement from pre-test, formative test, an evaluation test, posttest. This lesson concludes as follows: The use of the EUIS application through Figma in teaching listening skills is effective.

Improvement of teachers' listening skills in the Tangerang district by using the EUIS application through Figma in teaching listening makes teachers more interested and motivated in English learning, especially to improve their listening skills because they can listen and can learn to use the application. and usage of the EUIS application, which can make teachers feel confident enough to teach English in the classroom. From the research, it can be concluded

that the use of the EUIS application through Figma to improve the teachers' listening skills is more effective and interesting for the teachers. Means that the use of this application is highly recommended in English language learning, especially in improving listening skills for elementary school English teachers.

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