The Use of the ASSURE Model in Developing Animation Video as English Teaching Materials for Islamic Kindergarten Students

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Based on preliminary studies conducted by researchers, many Islamic kindergartens found that it is difficult to find suitable teaching materials for the students and the teachers. Similar problems were expressed by teachers in several Islamic Kindergartens in Bengkulu, Indonesia. The finding of this study was a teaching material product in the form of animation developed using ASSURE model that has gone through the stages of needs analysis, development of teaching materials, expert validation, try-outs, and final revisions. In the teaching material that has been developed, the researchers also included Islamic content which is based on the results of tryouts that have been conducted in five Islamic kindergartens in Bengkulu. This product received a positive response from teachers and students and proved useful in completing and covering shortcomings teaching in several Islamic education institutions for early age learners as the research location.

Key words: *Animation learning media, English for young learners, ASSURE model, Islamic Kindergarten.*

Introduction

Language learning occurs from interaction, and as the child grows older, there is a fast development of language skills and concepts of thinking. But at this level, learners of early age is still egocentric. They have started to be able to use logic, but they often focus their attention on one thing at a time. For example, they can distinguish colours and sizes, but it is still difficult for them to recognise colours and sizes together. This is related to Piaget's (Huitt and Hummel, 2003) statement about a developmental psychological theory related to cognitive elements. According to Piaget, children learn from their surrounding environment by developing what

they already have and will interact with what is found around them. In interacting, they will take action to solve the problem, and this is where the learning process occurs. Piaget added that there are four stages of child development: sensory-motor stage, from birth to 2 y.o; preoperational stage, 2-8 y.o; concrete operational stage, 8-11 y.o, and formal stage, 11-15 y.o or more. From the four stages of development, we can see that the early age learners in Indonesia are at the age of 2-8 y.o (Preoperational stage). At this stage, children's minds develop little by little according to the development of their knowledge and intellectual skills towards a more logical and formal stage of thinking.

Based on the theories by experts in the previous paragraphs, the researchers tried to get more information about the main problems faced by English education practitioners who teach early age level by interviewing several teachers who teach English in five different Islamic Kindergarten or Raudhatul Athfals in Bengkulu, Indonesia. Based on the results of the initial interviews conducted by the researchers to the five teachers, the phenomenon that often occurs in the class they teach is the lack or even the absence of teaching materials that suit their students' needs and also the different applicable curriculum.

The next step was to observe the teaching and learning process in English classes for early age learners at the five Raudhatul Athfals. This is very important to know more about the main problem faced by the teachers and students in the class (Efrizal, 2015). After completing the classroom observations, the researchers found that there were only a few students who were active and seemed to be able to focus on the teaching and learning process in the classroom. After confirming to the teachers, it turned out that the students were students who had always been known to be active in speaking. In contrast, the other students were less interested in the teaching and learning process, so they just kept quiet in class during the teaching-learning process. In addition, from the process of this initial observation, the researchers also found that the teachers did not have certain teaching materials from the main book or teaching aids that could attract the attention of all students during class activities.

Another interesting discovery that the researchers found from several initial observations made was that early age learners generally found it easier to be interested in and understand English by imitating through the use of media such as images, songs, videos, or teaching aids. From the above findings, after the researchers looked at the teaching process in several English classes at five different raudhatul athfal institutions in Bengkulu, the main problem they faced was the lack of instructional materials specifically designed for early age English learners in accordance with the Islamic-based curriculum applied in their institutions, so the teachers admitted that they only use the common teaching materials they get by downloading the materials they need such as pictures, videos or songs from several sites on the internet. Based on these problems, the researchers considered directing this research on developing audio-visual teaching materials in the form of videos complete with their handbooks which will be

specifically designed based on the concept of learning and the curriculum applied in several Islamic early education institutions. The topics that will be included in the teaching materials that the researchers develop are expected to be able to contribute to the teaching and learning process in the classroom and also be adapted to the objectives of early Islamic education institutions in Indonesia, namely the personal character development of these early learners with the Islamic values and local wisdom. In this study, the researchers will also look at the effects of this final product, especially in the role of the product in improving the ability of early learners from the aspect of motivation and increasing their fluency in English. In this study, the researchers acted as learning facilitators. They would get help from English teachers who came from the school in terms of the implementation of teaching and learning activities with a hope that the teaching and learning process in the classroom would continue as naturally as possible without many striking changes (Hakim and Abidin, 2018).

Literature Review

English has become an international language used almost in all fields of global life. English has also become the world language that dominates the communication era to connect and transfer knowledge throughout the world. This gives the assumption that mastering English is an essential requirement for today's modern society to make it easier for someone to expand their association internationally. This was predicted decades ago by Fromkin, who said, "English has been called 'the lingua franca of the world'" (Seidlhofer, 2005).

English in Indonesia is as the first foreign language. The position is, of course, different from English as a second language. Mustafa (2007) in this case, stated that a second language is a language learned by children after their mother tongue with the characteristics of the language used in the surrounding community environment whereas foreign languages are another country's language that is not used in general everyday social interactions. This position of English in Indonesia has resulted in the rare use of English in social interactions in the community so that most Indonesian people often consider English as a language that is difficult to learn.

But in fact, mastering English is an essential and absolute skill especially in the era of information and communication that has rapidly increased in recent years. The implication is that English determines how we can interact globally. The current issue of globalisation requires quality human resources that are capable of communicating in various foreign languages, especially English. This foreign language is needed to master science, have broad associations and to have a good career. This is what motivates everyone from all social classes to learn English (Riemer, 2002).

The tendency to master the foreign language makes people compete with each other to enrol their children in schools that have taught English since the early education level with the aim that their children can master English as early as possible. This is based on the opinion that child learners will learn foreign languages faster than adult learners (Santrock, 2007). A study conducted by Johnson and Newport showed that immigrants from China and Korea who started living in America at the age of 3 to 7 years had better English skills than older immigrants, especially adults. (Santrock, 2007).

Other researchers also stated the importance of early foreign languages mastery. Mustafa stated that children who mastered foreign languages had advantages in their intellectual flexibility, academic, language and social skills (Khairani, 2011). Furthermore, Mustafa stated children would be ready to enter a social context with various languages and cultures. So that when the children grow up, they will become qualified and capable human resources. Mustafa also added that children's understanding and appreciation of their language and culture would also develop if children learn foreign languages early, the reason being that they will have greater access to foreign languages and cultures (Khairani, 2011).

However, teaching English as a foreign language in Indonesia is different from teaching English as a second language in a country where English is used as a medium of communication in everyday life. In Indonesia, English is the first foreign language that must be taught in secondary and tertiary schools, while at the level of kindergarten and elementary school, English is only one lesson in local content which is not or not yet a compulsory subject. Only schools in big cities or private education institutions provide more portions for their students to learn English.

The purpose of teaching English includes all language competencies, like listening, speaking, reading and writing. English is also very different from the first language of children in Indonesia, like Bahasa Indonesia, Javanese, Sundanese, and other regional languages in Indonesia. This difference in language is important to understand so that the learning program can be justified. These differences include speech, spelling, language structure, intonation, vocabulary, and the value of foreign language cultures. English is also known as a language that pays attention to time (tenses), numbers (singular-plural), and genders (feminine and masculine).

Before we talk about teaching English for early childhood or commonly called EYL (English for Young Learners), we need to first understand what we mean by EYL. According to Suyanto (2008), EYL students are young learners who learn English. They can be classified as school-age children from the level of kindergarten and elementary school who get English lessons at their school. In general, they are beginner learners but keep in mind an EYL teacher cannot

generalize their abilities by giving the same tasks and learning activities because their language skills are still very varied.

What can be absorbed and learned by five-year-old beginners is different from what can be done by 8-year-old students, even though they are still classified as young learners (EYL). In addition to the various development, some of them have very high motivation to learn and develop faster, and some others do it slowly with lower learning motivation than other learners of the same age. Related to this, Hakim and Dian (2015) believe that social interaction with other fellow learners, especially with adults, can lead to new ideas and increase the intellectual development of the young learner's language. Furthermore, Hakim and Dian also argued that it would be crucial for a teacher who taught early age learners to be able to provide English materials and topics based on the conditions and needs of the students.

Actually, language is an essential tool for children to open opportunities to do things and to organize information through the use of words. Therefore, it is not surprising if we often encounter children who talk to themselves when playing; this is often referred to as personal language. In this level of development, they are able to distinguish between social speech for others and private speech for themselves (Cameron, 2001).

Basically, what needs to be remembered as one of the important goals in learning English for early childhood is to foster children's interest in learning English. To be able to achieve these goals, we need to understand the characteristics of children so we can choose the methods and learning materials that are right for them. Therefore, before teaching EYL classes, teachers should have sufficient knowledge about the students they will handle in the classroom. EYL Classes can be a fun experience for some children, but can also be a frightening experience for the other children and then it will have an impact on their adulthood. It will create a negative impression of English lessons.

Based on the background above, the purpose of this study was to develop teaching materials in the form of animated videos and student handbooks for early age learners in Islamic-based kindergarten in Bengkulu. Media is defined by the storage of visuals and their displays on television-type screens (Smaldino et al., 2008). Based on this definition, it can be concluded that the video is concerned with what can be seen, mainly the motion picture, the process of recording and broadcasting which of course involves technology. Video is a message delivery medium, including audio-visual media. Audio-visual media can be divided into two types: first, equipped with sound and image in one unit, called pure audio-visual media; and second, not purely audio-visual media. Films, television, and videos are among the first types, while slides, opaque, OHP and other visual equipment are in the second type (Munadi, 2008). Sanaky (2011) also pointed out the strengths and weaknesses of video learning. The advantages of video media are presenting objects of learning in a concrete way or giving realistic learning messages.

Therefore,it is beneficial for learning experiences; motivating the learners to learn; achieving psychomotor learning goals; reducing learning saturation especially if combined with lecture teaching techniques and discussion of issues in the media; and, increasing retention of memory on learning objects, portable and easily distributed. The disadvantages of Video Media are the cost, it is expensive, depending on electrical energy, so it cannot be turned on in all places, the one-way communication properties, so it cannot provide an opportunity for feedback, it is easily tempting to display Videos that are for entertainment only, so that the learning atmosphere will be disrupted (Purwanti, 2015). After the development research process was carried out, the researchers continued the stages by looking at the impact of the product on students' motivation and the effect on the students' English fluency.

Research Problems

The main problem in this study was the lack of instructional materials that specifically designed as English for young learners (EYL) under the Islamic-based curriculum applied in Raudhatul Athfals or Islamic kindergarten in Bengkulu Indonesia. Based on preliminary observations of the researchers in five raudhatul athfals in Bengkulu Indonesia, the teachers admitted that they took their English teaching materials by downloading the materials such as pictures, videos or songs from several sites on the internet. After observed and analysed these problems, the researchers decided to develop the videos complete with their handbooks as an English teaching materials that specifically designed based on the concept of learning and the curriculum applied in Raudhatul Athflas or Islamic Kindergarten in Bengkulu, Indonesia.

Research Model

This study was an Educational Design and Development Research, which was conducted to develop English teaching materials for early age learners. In general, Latief (2012) defined education development research as a research design to develop educational products such as curriculum, syllabus, textbooks, learning media, modules, assessment instruments, etc.

One model that is most referred to develop and utilize learning media is the ASSURE model. It is the model developed by Molenda et al. (2008). ASSURE is an acronym of analyze learner characteristics; State performance objectives; select method, media, and materials; utilize technology, media, and materials; requires learner participation, and, evaluate and revise.

This study was conducted to design English teaching material for early childhood in Islamic-based kindergartens in Bengkulu, which are expected to meet the needs of students in English classes for early age learners in these schools. The following steps were the development research that has been adapted based on ASSURE model starting from Obtaining information that consists of identifying problems, selecting means of problem-solving and theoretical

studies; choosing, defining concepts and compiling teaching materials consisting of animated videos and student handbooks; material development; validation by experts to get a review; revision of material content based on comments and expert verification; evaluation consisting of trial, evaluation, revision, and validation based on input during the teaching and learning process obtained from the teachers and the schools and the completion consisting of developing the final product of English teaching materials for early childhood.

Related to the needs analysis of the students, the researchers interviewed several samples of students and teachers to find out the English teaching materials needed by them and the school; the opinions of students and teachers about the English classes they wanted; and, students' activities and interests towards English classes. The interview method used by researchers in collecting data at phases of need analysis is a semi-structured interview. This type of interview is used as it is more open and flexible in managing the interview itself. According to Al-Nassar (2010), semi-structured interviews consolidate not only part of structured interviews, but also unstructured interviews, which later allow a researchers to provide questions that have been previously designed and then used in structured interviews, but in it is also possible to give another questions or additional questions as well as unstructured interviews

Participants

The participants of this study are 50 students and 5 English teachers from five different schools as representatives of the Raudhatul Athfals or Islamic kindergartens in Bengkulu, Indonesia. These samples are used at the interview stage, where the results of the interview are used as a benchmark in developing instructional materials as well as during the try out stage of teaching material products.

Data Analysis

In processing data for this study, the researchers used triangulation techniques. Triangulation technique is a data collection technique that combines various existing data collection techniques and data sources (Sugiyono, 2010). Triangulation in credibility testing is defined as checking data from various sources with different ways and different times (Sugiyono, 2008). Where triangulation techniques, namely data collection techniques, including observations, interviews, and documentation to get the data from the same sources (Moleong, 2008). While sourcing triangulation, namely data collection techniques from different sources (English teachers and students) with the same method (interviews) and also obtained from answers of the interview as the need analysis to students and teachers.

Figure 1. Triangulation scheme adapted from Moleong (2008)
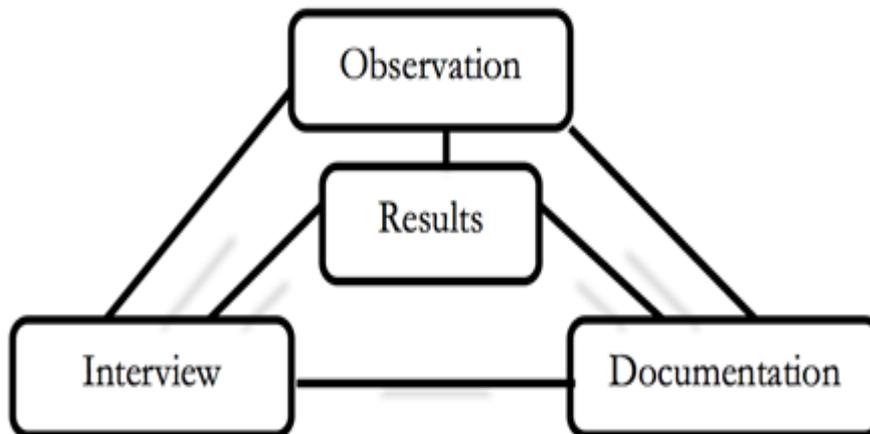
Result

Results from Need Analysis

Interviews were conducted for five teachers who taught English lessons and 50 students as samples in 5 Islamic kindergarten institutions in Bengkulu Indonesia to gather all information relating to the needs of early age students in learning English. At this step, the interviews included seven points of analysis. They were the students 'interest in English teaching and learning activities that have been carried out; students' opinions regarding difficulties in learning English; students' necessary English skills; students' interest in the teaching materials; student interest in the learning process when using visual aids; student interest in teaching materials in the form of animated videos; and, student preferences in illustrations in English teaching materials.

Based on data collected by researchers from 50 students of five different kindergartens in Bengkulu, it was concluded that 30% or 15 students stated that they were very interested in learning English, 50% or 25 students reported that they engaged in learning English. Meanwhile, 20% or ten students felt less interested in learning English, and 0% or no students said that they were not interested in learning English. Most students claimed that learning English was fun.

On the other hand, almost all the students said that even they were very interested in learning English, but that did not mean that learning English was easy. Based on the results of the interviews, it was found that 40% of them or 20 students admitted that learning English was very difficult, 10% or five students said that learning English was difficult. However, there were 40% or 20 students who said that learning English was not too difficult and 10% of them or five students say that learning English was not difficult. The diversity between the

perspectives of students in learning English was influenced by their motivation, background knowledge and habits. Apart from the above facts, in general, the researchers concluded that there were 45% of early age students claiming that learning English was challenging. This phenomenon could occur due to conventional teaching methods and procedures carried out by English teachers who embed grammar at the beginning of the process of learning English in an extended period. Early age students felt that they were burdened with this Audio-lingual method during the teaching and learning process in the classroom. Therefore, it is not uncommon for English to be frightening for students because they have to memorize patterns of boring grammar. It will affect their perspective until they reach adulthood, that English is a difficult lesson.

In the section on the opinions of students on their English learning skills, it was found that 10% or five students said that listening skill was a difficult part to learn. In addition, 60% or 30 students said that the most challenging thing in learning English skills was speaking and 20% or ten students reported that writing was also one of the difficult lessons. Based on the facts above, the researchers concluded that the most challenging thing in learning English skills was speaking. Most early age students experience difficulties in this skill because the teaching materials used only focus on memorizing without being accompanied by something that can interest those early age students. In this interview, the researchers also found that the teaching materials used so far were quite good for students, but one of the main problems was the lack of actual practice.

On the other hand, students also did not have much time to learn English at school because they only learned it for 2 hours in one week. In each meeting, they often focused too much on memorizing the material. In contrast, English learning for early childhood is not only emphasized in memorising it but also emphasised on interesting and applicable teaching materials that are expected to help students remember and practice it in everyday life. Therefore, in this study, researchers developed an audio-visual English teaching material in the form of animation that uses Islamic values in each of its subject topics as complementary teaching materials for teaching English to early age learners in Islamic-based kindergartens in Bengkulu. With the development of animated audio-visual teaching materials, this product would be able to overcome the problems of early learning in increasing self-confidence and allowing them to learn freely while playing without being overburdened with memorizing grammar patterns.

In addition to gathering needs analysis for students, the researchers also conducted interviews with 5 English teachers in five Islamic based kindergartens in Bengkulu. The interview conducted aimed to collect all information related to the learning process of teaching English in the teacher's perspective. It will be the basis for developing English teaching materials that they have been doing so far. In this interview process, the researchers determined the number

of points from the interview which included the opinions of the teacher about students 'interest in learning English, and the availability of English materials that were in accordance with the students' needs and obstacles found while teaching English for early childhood. In addition, the researchers also asked for the teachers' input and suggestions about teaching materials that would be developed for early age students in teaching English. The results of the interviews were that the teachers reported that their students were always excited when they started learning English, although sometimes in the middle of learning students began to feel bored and easily distracted by other activities. Through this phenomenon, in every English class, students were very enthusiastic about learning English. However, researchers were quite surprised when the English teachers in the five schools said that the availability of English teaching materials in their schools was minimal. The lack of English teaching materials, especially in terms of practice, is undoubtedly a very urgent obstacle for the school because it can be said that the institution cannot meet the learning needs of students, especially to meet their enthusiasm in the teaching and learning process. The limited number of English teaching materials will have an impact on the ineffectiveness of the teaching and learning process in the school. The material used was almost entirely focused on the process of memorizing, there was virtually no time to carry out the practice directly, so the teachers could not provide many opportunities for students to express their ability in English.

Therefore, when the researchers told the teachers that the researchers would develop English teaching materials as complementary teaching materials to suit the needs of the early school-age students they were teaching, the teachers were very supportive and enthusiastic. They hoped that the development of teaching materials could meet the needs of English teaching materials and motivate students to be more interested in learning English and can overcome and solve students' problems in the teaching and learning process. The teachers also said that the right material for teaching English was the material that represents the actual practice because students need fun and motivating learning program. The teaching material must also include their surroundings and daily communication. Teaching materials must also be easily understood so that students can understand and practice the learning outcomes well. The teachers suggested some appropriate activities in English learning for students to be able to practice directly with the stages under the rules of teaching audio-visual language. The teachers also suggested that at the end of the material session, researchers should place a reflection on what students have learned in the form of spoken language.

At the end of the interview process, researchers asked about the obstacles that teachers often encounter during the process of teaching English to early age students in their respective schools. The teachers acknowledged that there were several obstacles they faced during the process of teaching English. Common constraints such as the limited time for preparing teaching materials themselves, especially to cover up the primary material shortcomings because the teachers were very busy and they were also required to be able to teach lessons and

guide students' activities outside of English lessons such as religious studies, reading, and others. The teachers also said that their students sometimes felt bored in the middle of the learning process of teaching English. This frequent phenomenon occurred because the material in the main book was indeed quite dull because it was in the form of black and white images so that their students feel uninterested in teaching materials and easily distracted from other activities. Another obstacle put forward by the teachers was the main material that only gives a small part of what students want in learning English. This limited-time could not encourage students to speak as much as they can and to express freely with spoken language from what they learn and practice in real-life communication. So that the teachers found it is difficult to allocate time and revise it to cover the needs of students in English lessons at their respective schools.

To make the teaching materials interesting, the teachers said that the illustrations in the material developed were really needed. They said that illustrations could build their students' imagination about how to understand English well. In addition, they also stated that the development of illustrations was also needed in the teaching materials. The phenomenon that occurred related to these statements was because there were many different learning styles of students so that the development of illustrations was very needed.

In this interview, regarding the illustration, the teacher stated their preferences in the form of colourful images compared to the black and white pictures. Based on that information, the researchers could develop animation as complementary teaching material for English subjects in early age students of Islamic kindergartens in Bengkulu.

Results of Material Development

The design of developing complementary teaching materials on English lessons is focused on seeing and listening activities. These materials can also motivate students to spell, and read from the syllabus used in their respective schools. Complementary teaching materials in English lessons consist of seven minutes of animation and ten pages of student worksheets. The topics were chosen with considerations relating to the needs and interests of students and aim to enrich knowledge in supporting their daily activities. So that students can feel comfortable with the learning process without having to be burdened with unnecessary things.

Results of Expert Validation

The next step in this study was expert validation. When the first part of the development was ready, the materials were consulted to the experts to be evaluated and to ensure that the complementary materials to be applied to the students were according to the students' needs (Hakim and Abidin, 2018). The instrument used to evaluate and validate the development

research design was in the form of a checklist and suggestion column. According to Latief (2012), experts must consist of two practitioners who are already experts in the field of product development and teaching English for early childhood. After completing the initial draft of the teaching material, the researchers validated the design to the experts. For the first expert, there are two characteristics that must be validated including evaluations of material content and language.

For evaluation of the content, in general, the expert informed that the developed materials were good and appropriate to be applied in the English learning process for early age students in accordance with the curriculum and syllabus being used, especially in its Islamic content. The experts also claimed that the developed teaching materials were fascinating. They believed that students will be highly motivated and reduced their problems in learning English through this teaching material because the materials consisted of animated videos and the student worksheets were arranged as enjoyable as possible in good order.

In particular, the experts had several opinions and suggestions to improve the developed materials. For evaluation on content, experts said that initially the material used did not cover the needs of students in learning English. Furthermore, experts argued that the product that had been developed was still theoretical and did not provide the real-life context needed in learning English. It would confuse students in understanding the meaning and purpose of learning materials. Therefore, they suggested the researchers be able to re-clarify the content of teaching materials so that they were easy to understand, because actually for early age students, the material discussed did not need to be too difficult. For the middle and the end stage, the experts did not suggest anything. They stated that the content of teaching materials were very good and meet the needs of students and teachers. However, as an additional input, experts advised researchers to re-evaluate more specifically about the procedure for delivering material with correct grammar and relevant to the needs of students and teachers. They said that some of the content that had been included in the teaching material was still too general, so they suggested that the researchers could provide light material but make it more specific so that students could understand the material well.

For the second characteristic in the validation process, the language evaluation, experts said that the language used in general was good. Therefore, they said that there was no suggestion regarding this aspect because the use of language in materials that had been developed was easy to understand by students and accompanied by sentences and grammar according to the level of knowledge of students. For aspects of the teaching strategy, in general, the experts were very interested in the strategy contained in teaching materials that had been developed. According to experts, the teaching strategy was systematic and could motivate and stimulate students to be more active in learning English in kindergartens. The presentation of the materials could make the explicit construction of students' thinking frameworks and easy to

follow, so that the material delivered would make students more enthusiastic in learning. Finally, the revisions were made based on corrections and suggestions from the two experts to make the final product better.

Revision of Teaching Material Product

After the validation from the experts, researchers revised the product based on corrections and suggestions from the experts. The revisions made by the researchers were about changing teaching material that meet the needs of students and teachers, misspelling of words, several images that were considered less good to display, punctuation in student handbooks and others. All revised materials were validated for the second time by the experts for the creation of applicable, easy-to-understand teaching material product with Islamic values material that could be conveyed to students. Therefore, the researchers consulted with the experts about the quality of content, language, teaching strategies, and the suitability of topics that contained Islam.

All suggestions from the experts for the products developed were very useful for making the products developed better. All aspects related to the weaknesses of complementary teaching materials developed had been revised according to the recommendations and had been validated by the two experts. Then, the product of this research was prepared for the trial stage.

Try-Out Results

To find out the application of instructional developed materials, it was necessary to test the product in the field where this step was carried out to obtain some information relating to teaching material product, which once again needed to be revised and improved in order to know the compatibility of the materials developed for students and teachers (Latief, 2012). Therefore, the researchers conducted a try-out on 50 students in five different schools as representatives of the Islamic kindergartens Bengkulu from 8 to 12 April 2019.

Table 1: The Schedule of try-out in 5 Islamic Kindergartens in Bengkulu, Indonesia

No	Day/ Date	Location	Time
1	Monday, 8 April 2019	Islamic Kindergarten 1	9. 00 – 11.00 am
2	Tuesday, 9 April 2019	Islamic Kindergarten 2	9.00 – 11.00 am
3	Wednesday, 10 April 2019	Islamic Kindergarten 3	8.00 – 9.30 am
4	Thursday, 11 April 2019	Islamic Kindergarten 4	8.30 – 10.00 am
5	Friday, 12 April 2019	Islamic Kindergarten 5	8.00 – 10.00 am

In collecting data in the field, researchers acted as collaborators and observers in the classroom, and the class teachers had the role of applying teaching material product that had been

developed by researchers during the try-out process (Hakim and Abidin, 2018). In this process, the researchers examined the effectiveness of the developed materials to the activeness, the interests, and the opinions of students about the developed materials, and others. In general, the researchers saw that the students were very enthusiastic during the learning process in their respective classes. In addition to observing, the researchers also made several field notes related to several important aspects based on the situation that occurred in the try-out process. Based on the try-out process, the data was collected using an interview process for students and teachers after the try-out process conducted. These questions were focused on five points that represent students' opinions about the English teaching materials that have been developed. The five points were about the attractiveness of teaching materials, the level of difficulty, the steps of activities, the use of materials in increasing student motivation, and the practicality aspect.

Based on interview data collected from 50 students and five teachers in each school, it was found that 95% of the students stated that the attraction of the material developed was outstanding. This was evidenced by the teaching materials that they learned in the try-out process that could make them more active in English classes. All teachers considered that the attraction of the material that had been developed was magnificent. They claimed that attraction could motivate their students to learn English.

In the aspect of the difficulty level of the material developed, four teachers stated that the teaching developed materials were not too difficult and could be well understood in order to improve the skills of their students in English, especially during the teaching and learning process in the classroom. On the other hand, there was one teacher who said that there were some parts that were quite difficult for students to understand. When the researchers asked what kind of difficulty, the teacher said that there were some words that were not very familiar to the students so that students found it challenging to understand the material. In contrast, all of the students said that they liked the teaching material product that had been developed, so they did not feel any difficulties at all on the try-out process.

In the steps of the activity, all teachers said that the systematic and the steps of the activity in the teaching material developed were very good. The materials were arranged in a logical and reasonable order. None of them said that the steps and systematics of the teaching materials that had been developed were not good. In this case, the researchers succeeded in meeting the needs of the teachers and students in accordance with the needs analysis.

On the usability aspects of instructional materials that had been developed in supporting students' motivation in learning English, all respondents stated that the usability aspects of the materials developed were outstanding and no students said that the usability of this teaching material was only sufficient or not reasonable.

The last aspect that represents the opinions of students and teachers about the material developed after the try-out was carried out was an aspect of practicality. In the aspect of practicality, all respondents stated that the aspect of the practicality of the teaching material product developed was very good

Revision after the Try-Out

After the try-out process and collecting data from interviews, in this stage, the researchers revised the shortcomings and weaknesses of the material developed (Sismiati and Latief, 2012). The revision was for the animation product and student worksheets, like the enrichment of material to be considered logical and feasible to be taught to students at an early age while still prioritizing Islamic values in each topic. After the developed teaching material products were revised and considered reasonable, researchers re-consulted related teaching materials developed with the experts. From the experts' point of view, this revised teaching material product wasperfect and had fulfilled the needs of early age students in Islamic kindergartens in Bengkulu, Indonesia as complementary material in learning English.

The Final Product

The final finding of this study was a complementary teaching materials product for English lessons developed by using ASSURE model adapted from (Molenda et al, 2008) in accordance with needs analysis, suggestions and revisions after being validated by two experts who were competent in their field and the input from students and teachers after the try-out process. The experts, teachers and students stated that the complementary teaching material product from this study was essential for the students of the Islamic kindergartens in Bengkulu, because these complementary teaching materials were beneficial for students to increase their motivation in English learning. The final product of this study was a set of complementary teaching materials for English lessons for Islamic kindergarten students in Bengkulu, Indonesia. The complementary teaching materials that had been developed by researchers consisted of animated videos and student worksheets.

Picture 1. Video Animation Product as the result of research development using ASSURE models

Discussion and Conclusion

In this study, the teaching materials developed were in the form of complementary teaching materials intended to complement and cover the shortcomings of the primary teaching materials from English lessons at five different Islamic kindergarten schools in Bengkulu, Indonesia. The product was developed based on ASSURE models adapted from Molenda et al. (2008) and through stages such as analyzing the needs of students and teachers in five Raudhatul Athfals or Islamic kindergartens in Bengkulu- Indonesia, product development, expert validation, try out, and final revisions. The complementary teaching material product developed also aimed to help English teachers to cover the shortcomings in the primary material used by teachers and were intended to solve the problems of teachers and students in the teaching and learning process in the kindergartens in Bengkulu.

The obstacles that occurred during the needs assessment process such as the heterogeneity of the opinions of teachers about the need for English teaching materials that made the researchers felt a little confused in determining the material to be developed. Therefore, researchers took their opinions about the need for English teaching materials for early students based on their primary choices delivered through follow-up interviews. In this study, the teaching materials developed were only tested once per school due to time constraints. Therefore, researchers developed instructional materials that were appropriate to the material needed by the teachers and suitable to be studied by students. After being validated by experts, researchers conducted

a try-out at five schools. They were Raudhatul Athfal Al Markaz, Raudhatul Athfal An Nihayyah, Raudhatul Athfal Lab School Study Program for Early Childhood Education IAIN Bengkulu, Islamic Kindergarten Permata Bunda and Raudhatul Athfal Syagaf Afla with a total number of participants of 50 students. According to Gall, Gall and Walter (2005), this stage was carried out to determine the suitability of teaching material products that had been developed according to the students' needs, effectiveness, strengths, and weaknesses of the instructional materials that had been developed, then the product was revised based on expert verification and the results of try-outs. The final product was the animated videos for Islamic kindergarten students.

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