

Developing a Model of English Digital Poster Book for Teaching English in Indonesia's Early Childhood Education

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Abstract

Teaching English to Young Learners (TEYL) means introducing English as a foreign language in learning to children. Children should learn a foreign language earlier to expand the boundaries of the world and encourage them to face dynamic international development. Nowadays, children are immersed as native digital users more so than generations past. Therefore, this research is a research and development (R&D) that aims to design, develop and validate an English digital poster book Model teaching English in Indonesia's early childhood education using the ADDIE Models. This model consists of five steps: analyze, design, develop, implement, and evaluate. The product of this research was developed and then evaluated by four content experts. The result showed that all content experts considered that the final version of an English digital poster book for teaching English in Indonesia's early childhood education was practical and valid. Based on the observation, most children are excited to use this product in learning English. Teachers also claimed that this product was so interesting, easy to understand, appropriate to the level of difficulty for children in learning English, easy to operate, and can guide them to in teaching English at kindergarten level.

Keywords: English digital poster book, teaching English, Indonesia's early childhood education

1. Introduction

The globalization era has radically transformed new education system worldwide. Looking forward to the future of global industry development, mastering English at an early age is indeed crucial since it is the world's lingua franca. Someone exposed to the English language as a foreign language at earlier age consistently would help him be more successful later in life (Al-Zoubi, 2018; Chen et al., 2022; Zhang, 2022; Herman et al., 2022; Silalahi et al., 2022; van Thao et al., 2021). This assumption strengthens that children should learn a foreign language earlier to expand the boundaries of the world and encourage them to face dynamic international development. For the moment, extensive global advancements have influenced significant changes to the education system in Indonesia (Faisal & Martin, 2019; Nambiar et al., 2019; Sukmayadi & Yahya, 2020; Munthe et al., 2021; Herman et al., 2020). One of the changing is the increased intensity of teaching English in education. English has become a priority subject to be taught, even being an "exclusive program" for several schools that offer international school labels. Many schools have designed English learning since Early Childhood Education which in terms is called Teaching English to Young Learners (TEYL).

Preliminary research was conducted through a survey of 250 kindergarten teachers in Indonesia showed that all most of schools introduced English in learning activities. 80% of respondents stated that TEYL is done through extracurricular activities while 20% of respondents stated that English is included in the inter-curricular activities in their schools. The pre-research investigation also shows various obstacles experienced by teachers which are divided into three factors; obstacles from the teacher's side, from the student's side, and other obstacles. More than 50% of respondents are included in the poor and fair category based on professional competency in teaching English since they did not have English background. Survey also reported that 45% of respondents did not have sufficient pedagogical and technological knowledge to teach English in the digital era. Pedagogic competence defines as the competence how to manage students in learning (Aisyah et al., 2018). The biggest obstacle is related to the English teaching curriculum which is still not in line with the Early Childhood Education curriculum, especially in achieving the Child Development Achievement Level Standard. Teachers also have difficulty exploring reference books for TEYL because they assume that most reference books are not able to develop aspects of language skills consisting of listening, speaking, reading, and writing so they have to use other interesting learning resources. These various obstacles also become challenges in TEYL as revealed by Cameron (2003), Widodo and Dewi (2019), and Pramesty et al. (2022).

On the other side, Indonesia launched "*freedom to learn*" as a renewal curriculum for a post-pandemic learning recovery. The "*freedom to learn*" curriculum provides flexibility for teachers to choose, develop and compile varied teaching materials according to the conditions of students (Maipita et al., 2021). "*Freedom to learn*" curriculum in Early Childhood Education adopts a constructivist approach which is a collaboration of Piaget's and Vygotsky's developmental theories. This curriculum reinforces digital literacy development because it emphasizes the concepts of Science, Technology, Engineering, Art and Mathematics (STEAM) that are in line with the modern industry in

the digital era (Rizaldi et al., 2020; Herman et al., 2023). Therefore, utilizing digital literacy in TEYL is part of the reflection on the “*freedom to learn*” curriculum since “language” is one aspect of child development that must be optimized to achieve the Child Development Achievement Level Standard. Hence, developing a model of the English digital poster book is an excellent alternative medium as the reflection of the “*freedom curriculum*” for TEYL in Indonesia’s early childhood education. This media provides opportunities for children to do peer-learning and promote a positive attitude for them. It is a tool for helping teachers in the TEYL, especially in this current curriculum. The English digital poster book represents a well-designed, eye-catching, and engaging English lesson into exciting media. It also collaborates between traditional methodology and digital technology to stimulate authentic communication, motivate learning, reduce the use of mother tongue, construct the perception and increase self-confidence for children. Then, the English digital poster book also can be integrated with the six aspects of childhood development through pictures design, audio and simple phrases. Based on this reason, it is crucial to develop an English digital poster book for TEYL in Indonesia’s early childhood education.

The description above leads the researchers to propose research problems: (1) What kind of learning materials are needed for teaching English in Indonesia’s early childhood education? (2) How to design and develop an English poster book for teaching English in Indonesia’s early childhood education? Meanwhile, theoretically, this study explains the theory of digital literacy development and language acquisition for children. Pedagogically, this research helps teachers to understand the concept of digital literacy in the implementation of TEYL. Practically, this research becomes a reference for teachers to develop the kind of digital literacy in TEYL class.

2. Literature Review

In Indonesia, English remains as a foreign language (EFL), while *Bahasa Indonesia* is used as the *lingua franca* in the education context. The year 2006 reported a significant milestone for Indonesia to bring selected Indonesian schools up to an international standard with high innovation in the education sector (Fitriati, 2015). This fact is proven by the increasing number of Indonesian schools which introduce English teaching earlier started from early childhood education. Teaching English to Young Learners (TEYL) means introducing English as a foreign language in learning to children. TEYL in this research combines theoretical and practical applications in English language learning at the early childhood education level. In teaching English, teachers should not only get children in learning English but encourage them to build enthusiasm for learning English positively. TEYL is one way to optimize children's growth and development holistically in terms of language aspects development (Zein, 2017; Bland, 2019). Moreover, Lenneberg (1967) revealed a term called “lateralization,” which means the period when the localization of language-processing ability in the human's left hemisphere was connected with a human's biological change or development. In this period, children's brains are more flexible than adults' in learning a foreign language (Gopnik et al., 2017). As the consequence, they will learn a foreign language quickly, naturally, and effectively during this term. Ideally, introducing English to children should be taught simply without ignoring the complex nature of children in the process of learning. Thereby, the activities in TEYL should be varied, interactive, enjoyable, and stimulate children to be active and autonomous learners which refer to the theory of multiple intelligence, language acquisition, and learning styles. Thus, teachers need to select and design TEYL learning activities appropriately by providing interactive learning materials so that TEYL learning becomes valuable and fun for children.

Referring to the Minister of Education and Culture of the Republic of Indonesia regulation number 137 in 2014, there are six aspects of child development: (1) Religious and moral values, (2) Physical-Motoric, (3) Cognitive, (4) Language, (5) Social-Emotional, and (6) Art. All aspects must be improved well before children step into primary education. Ideally, TEYL does not only introduce foreign language skills to children but should be synergized to stimulate the six aspects to achieve Child Development Achievement Level Standard (Agitha, 2021). Therefore, the use of English literacy is very important, especially as a reflection of the “*freedom to learn*” curriculum. The “*freedom to learn*” curriculum at the early childhood education level focuses more on essential materials such as literacy and numeracy techniques compared to memorization techniques that are usually introduced to children (Rahayu et al, 2022; Eka Retnaningsih & Khairiyah, 2022). The “*freedom to learn*” curriculum adopts a constructivist approach that emphasizes the involvement of children through active interaction between themselves and their surrounding environment. One of the learning resources in this curriculum is digital technology. In modern contexts, the meaning of literacy has extended along with the development of technology, information, and communication. Literacy recently is not only defined as reading and writing skills but the term digital literacy appears as a skill to access, find, evaluate, use, create information, and use digital technology, information, and communication devices wisely, creatively, and innovatively for critical thinking (Lankshear & Knobel, 2015; Tinmaz et al. 2022). Therefore, integrating TEYL into digital literacy is an innovative way to support the “*freedom to learn*” curriculum in early childhood education.

The evolution of the digital era creates a variety of innovations that possibly make teachers integrate technology with learning. There are nine components contained in digital literacy (Sheila Pinasti et al., 2022): (1) Social Networking, namely the ability to take advantage of features on social media. (2) Transliteracy, namely utilizing various platforms to compose content. (3) Maintaining Cyber Privacy, namely maintaining personal data. (4) Managing Digital Identity, namely how an internet user uses identity appropriately. (5) Creating Content, namely the ability to use the platform in creating content on the internet. (6) Organizing and Sharing Content, namely the ability to organize and share information content so that it is more easily disseminated to the public. (7) Reusing, namely prioritizing platform users to create and reprocess existing content so that it can be reused as needed. (8) Filtering and Selecting Content, namely the ability to find and filter information in the internet. (9) Self-Broadcasting, namely how someone can share their ideas or ideas through various platforms appropriately and safely. While the implementation of TEYL uses modern technology brings a significant improvement. Some rationale for integrating digital literacy in teaching English as follows (A, 2019): (1) Digital technology allows learners to be an autonomous learners, (2) Digital technology can differentiate the needs of learners, (3) Digital technology deepens learning by using interesting resources for

learners, (4) Learners enjoy using digital technology, (5) Digital technology enables learners an equal voice, (6) Digital technology enables learners to build strong content knowledge wherever they are.

Nowadays, children are immersed as native digital users more so than generations past. This rise of using digital technology led to much attention on the consequences and how this phenomenon affects children's brains, socio-emotional, cognitive, and physical development (Gottschalk, 2019). The English digital poster book is also known as a virtual poster and an e-poster. Digital media might come in audio, videos, audiobooks, poster books, virtual reality, or other digital art. It enables children to access multiple information formats such as voice, text, video, and others every time and everywhere (Anthony, 2015). A digital poster book consists of a dynamic digital object which focuses on a particular topic. In this study, the English digital poster book inserts the English materials adopted from six aspects of the child development curriculum for Teaching English to Young Learners. This English digital poster book consists of simple text that combines pictures, illustrations, and audio into a single presentation from six chapters compiled into one digital book. Moreover, the English digital book can be installed and operated via android devices.

Furthermore, an excellent digital poster has the following characteristics; (1) motive and inspire students to learn; (2) stimulate interest in the topic; (3) effectively illustrate a concept or skill (4) give the teacher guidance on how to use the poster (4) provide reproducible for student use (5) provide directions for hands-on activities (6) provide suggestions for additional instructional activities (Osa & Musser, 2004). In short, a digital poster can be defined simply as a poster that is made and shared digitally. It should be well-designed, well-organized, simple, and attractive to retain students' attention during the teaching and learning process.

The conceptual framework for analyzing Teaching English to Young Learners in this study uses two main theories, namely the constructivism theory developed by Vygotsky to examine TEYL learning from the perspective of the "*freedom to learn*" curriculum and the Cognitive Theory of Multimedia Learning (CTML) developed by Mayer (2005) to develop English digital book for TEYL in Indonesia's early childhood education. Constructivism is a theory that emphasizes children to construct their knowledge reflectively and actively through experience (V & A, 2016). This theory comes from the idea that children will gain information and new knowledge in their minds when they acquire their own experiences through appropriate situations, backgrounds, and interests. Meanwhile, CTML theory reveals three main ideas (Rudolph, 2017). First, people have two ways of processing various types of information, namely through visual and audio or called Dual Channels. Second, people have limitations on incoming information when they received it at the same time or called Limited Capacity. Third, people can combine various kinds of information they receive both visual and audio, and integrate it into other knowledge or called Active Processing. These two major theories become the foundation to analyze the findings in this study. So this research refines previous research studies that have never been done as novelty aspect that is the integration of the use of digital literacy in Teaching English to Young Learners (TEYL) by adopting the "*freedom to learn*" concept in ten Indonesia's early childhood education.

Review of Previous Studies

Research during the past decade has revealed much about early childhood education. Studies have shown that early childhood education is the best period to explore a child's development with profound and lasting consequences for his/her future (Alatas et al., 2013; Faizah et al., 2019). Those studies strengthen the fact that children are already learning at birth, exploring, and developing many aspects in early childhood education for their lifelong progress.

The most cited reason for Teaching English to Young Learners (TEYL) is age or language acquisition, which positively correlates with foreign language learning success. In Indonesia, kindergarten with English as an extracurricular subject has increasingly become popular among parents and children (Nufus, 2019). Those previous researches prove that many Indonesian parents believe that how well English is taught before children reach primary school can positively impact their future academic success. Several studies mentioned that Teaching English to Young Learners in kindergarten can significantly improve children's ability to master a foreign language. A study from Listyariyani (2018) showed that kindergarten teachers gave strongly positive perceptions about TEYL. This study is also in line with the study from Rachmawati et al. (2014) who claimed that TEYL was integrated to help children to be able to communicate using English in school and family context in a simple language. Furthermore, studies also showed that children in kindergarten were strongly motivated to learn English as an international language (Fenyvesi, 2020). Children showed a positive attitude when they have secure, comfort and positive relationships with teachers and situations that support them in learning English.

On the contrary, although children need to learn English from an early age in this globalization era, there are many challenges in realizing Teaching English to Young Learners in Indonesia. Children will learn English better when they are relaxed, stress-free, and enjoy the activities. This condition is influenced by a mental barrier that sometimes makes children uncomfortable or nervous if the learning activities are not fun (Hosseini, 2018). There is a major finding according to Asriyanti et al. (2013) on TEYL in the Indonesian context, revealed that teachers are classified into three types; (1) classroom teachers who have not been to English teaching college; (2) English teachers who attend English teaching college but have no experience working with children; and (3) teachers who have English background and experience of working with children. Moreover, the survey exposed that more than 50% of teachers are included in the poor and fair category based on professional competency.

In addition, studies on digital literacy have also been carried out by previous researchers, including studies by Bekker et al., (2015), Saud (2021), Alfia et al. (2021) which revealed the tendency of students to like the use of digital technology in language learning. English. Moreover, studies on the "*freedom to learn*" curriculum in early childhood education have also been exposed out by several previous researchers such as Prameswari (2020), Pratikno et al. (2022) and Nursarofah (2022) who revealed that the "*freedom to learn*"

curriculum was able to maximize the potential for child growth and development and train independence and children's creativity in critical thinking and problem solving.

Several kinds of literature exposed the research on using digital poster books in English classrooms. A digital poster can be viewed as a pedagogical tool that promotes and enhances children's communication and meta-cognitive skills. Then, this media emphasizes team-role activities that can raise children's confidence in communication, both interpersonal and group learning (El-Sakran & Prescott, 2015; Ahmad, 2019; Sunumlarin et al., 2017). Previous researchers have developed posters in English Language Teaching (see, for instance, Setyaningrum et al., 2020; Ogay, 2020; D'Angelo, 2012). Based on the previous research, a digital poster book effectively engaged most students in English Language Learning. Studies showed that students were very motivated and positive in collaborative learning using digital poster books during teaching and learning.

3. Methods

This research aims to develop a model of English digital poster book through the ADDIE Model. As the study's objective is to develop an English digital poster book for Teaching English to Young Learners (TEYL) in kindergarten, the appropriate design of the study is Research and Development (R & D). There are five phases of the ADDIE instructional design framework in this study; (1) Analyzing children and teachers' needs in TEYL through survey, FGD, interview, and curriculum analysis (2) Designing the model of English digital poster book based on the needs analysis; (3) Developing the English digital poster book; (4) Implementing the English digital poster book in TEYL; and (5) Evaluating the use of a model of English digital poster book in TEYL. In short, the phases of conducting this research are shown in Figure 1.

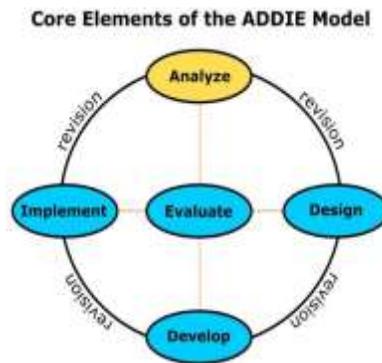


Figure 1. Core Elements of Instructional Design

The procedure began using the ADDIE model to develop a model of the English digital poster book (see in figure 2).

No	Stage	Activity	Description
1	Analyze	Needs assessment	<ul style="list-style-type: none"> - 96 % from 250 respondents considered introducing English as a foreign language in early childhood education is extremely needed. - 80% of respondents stated that TEYL is done through extracurricular activities while 20% of respondents stated that English is included in the inter-curricular activities in their schools.
		Definition of problem	<ul style="list-style-type: none"> - 48 % of respondents stated that the English teaching media in schools has already supported the TEYL objective. - 30 % of respondents stated that the TEYL program had been integrated with the early childhood education curriculum - Teachers in kindergarten need a model of English book that has been integrated with the early childhood education curriculum. - Teachers in the TEYL need a digital model of TEYL book that can be used in a blended system; face-to-face and online learning
		Profile of teacher	<ul style="list-style-type: none"> - Only 14 % of teachers in early childhood education graduated from the English education department. - 86 % of teachers in the TEYL program are classroom teachers who have not studied English in a college
		Profile of student	<ul style="list-style-type: none"> - Children ages 5-7 years old (in kindergarten level) - Children nowadays are very smart in ICT
2	Design	Define the objective	To design, develop, and adapt early childhood curriculum into the English digital poster book for Teaching English to Young Learners (TEYL) in Indonesia's early childhood education

		Plan instruction	This research develops a model of English digital poster book considering the aspects on the content (integrating English materials with six aspects of child development) and aesthetics (colors, font, and organization of the objects in English digital poster book) in order to create a pleasant, simple, fast and useful model in TEYL.
		Select the topic	The topic refers to the materials from the “ <i>freedom to learn</i> ” curriculum in Indonesia’s early childhood education.
3.	Develop	Develop resources	English digital poster book consists of simple text that combines pictures, illustrations, and audio into a single presentation from six chapters compiled into one digital book. Moreover, the English digital book can be installed and operated via android devices.
		Validate the learning resources	Validation judgment from 5 experts; (1) English teachers in the kindergarten level, (2) Parents, (3) TEYL experts, (4) ICT interactive and learning experts, (5) The early childhood education learning experts.
		Conduct formative revisions	Revise product from the result of the validation
4	Implement	Prepare the learning environment	Implement a model of English digital poster book in TEYL for kindergarten
		Engage the students and teachers	- Prepare the teacher - Prepare the students
5	Evaluate	Assess the quality	- Try out the English digital poster book in the Indonesia’s kindergarten schools - Evaluate a model of English digital poster book and processes, both before and after implementation - Determine evaluation criteria - Select evaluation tools - Conduct evaluations (from the interview, questionnaire, and observation) - Write a report

Figure 3. Flowchart of the Research Procedure

This research involved many participants. In the preliminary research, data was obtained from 250 respondents who were early childhood teachers. The selection of respondents was carried out purposively in kindergarten schools in Indonesia. There are two kindergarten schools which are the main research locations. This study uses four instruments. The first is an observation guidelines in conducting non-participatory observations. The second instrument is an interview guidelines which contains open questions for the respondents. The third instrument is a questionnaire containing open and closed questions for respondents and experts. The fourth instrument is a documentation guide which is used as a reference for collecting documentation and curricula such as English teaching syllabus, Daily Learning Implementation Plans (RPPH), curriculum documents, and etc.

4. Results and Discussions

Needs Analysis Stage

In needs analysis stage, an online survey was given to 250 kindergarten teachers in Indonesia. The results obtained are listed in table 1 below:

No	Item	Respon
1	The required material for Teaching English to Young Learners (TEYL)	<p>Religious and Moral Values</p> <ul style="list-style-type: none"> - Observing God's creations - Getting used to respecting (tolerance) each other’s religion - Not lving - Inviting salat - Getting used to praying - Speaking politely - Thanking after being helped <p>Physical-Motoric</p> <ul style="list-style-type: none"> - Getting used to washing hands - Name of human body parts - Functions of body parts - Body hygiene - Choosing healthy food and drinks <p>Cognitive</p> <ul style="list-style-type: none"> - Submitting questions

		<ul style="list-style-type: none"> - Expressing creative ideas - Ways to identify problems - Ways to solve the problem - Two-dimensional shape - Traffic light color - Number - Family - Various types of transportation - Animals - Ways to treat plants - The name of objects in the house - Functions of stationery
		<p>Social-Emotional</p> <ul style="list-style-type: none"> - Greeting teachers - On time - Ways to queue - Independent behavior - Ways to offer help - Ways to appreciate friends' works - Ways to adjust to the weather - Tidying up toys - Expressing sad emotions - Expressing happiness - Expressing hunger - Making a work based on an idea
		<p>Language</p> <ul style="list-style-type: none"> - Speak politely - Doing something based on the instructions - Reading names (nametag) - Expressing wishes - Expressing emotional feeling through the right language expression - Getting to know the letters of the alphabet - Spelling simple letters
		<p>Art</p> <ul style="list-style-type: none"> - Singing a song - Art activities - Making a paper boat
2	Basic English skills for children	<ul style="list-style-type: none"> - 55% of respondents answered speaking - 30% of respondents answered listening - 10% of respondents answered reading - 5% of respondents answered writing
3	Product recommendation	<ul style="list-style-type: none"> - 40% of respondents answered digital poster book - 35% of respondents answered video - 20% of respondents answered digital application - 5% of respondents answered other things

Figure 3. Analysis of Needs Analysis

The English materials recommended by the respondents were obtained from indicators in the Child Development Achievement Level Standard for early childhood education which consisted of aspects of religious and moral values, cognitive, physical-motor, social-emotional, language and arts. In addition, questions about the most needed English skills to teach children are dominated by speaking skills. Then, the form of product recommendations desired by respondents for TEYL is an English digital poster book accompanied by audio and video that can help teachers in TEYL. Thus, English teachers-especially kindergarten teachers, take an important role in English teaching and learning process (Khunaivi & Hartono, 2015); and embed English into digital technology.

Design Stage

At the preliminary product design stage, the researcher creates a product development formula that becomes a blueprint before developing a product. The preliminary product was developed after conducted needs analysis. Based on the product recommendation from the respondents, this research will develop an English digital poster book for TEYL that refers to the freedom curriculum in early childhood education. The English digital poster book consist of texts, pictures, videos and audio from native speaker about learning English that can be connected through gadget. The product development formula was shown in figure 4 below:

Development Program	Child Development Achievement Level Standard (STPPA)	Achieved Competency	Learning Material	Illustration Image	Text (Spoken and written)
Religious and Moral Values	1. Understanding the religion	1.1 Believing in God through His Creation	Observing God's creations	There are five children, two boys, and three girls, along with a female teacher, in the courtyard looking at the rainbow	"God makes the rainbow"
	2. Worshipping				
	3. Being honest, helpful, polite, respectful, sportsmanship, etc.	1.2 Self-respect, appreciating others and the environment as gratitude to God	Getting used to respecting (tolerance) each other's religion	There are three girls playing together, one is wearing a hijab, and the other two are not.	Child 1: "I am Muslim" Child 2: "I'm a Christian" Child 3: "I am Hindu. Let's play together!"
	4. Keeping the environment clean and maintaining personal hygiene				
	5. Noticing religious holidays	2.13 Behaving that reflects an honest attitude	Not lying	There is a boy with a face full of regret, approached his friend (male) carrying a	Child 1: "I'm sorry I spilled your drink" Child 2: "It's okay"
	6. Respecting (tolerance) other people's religion				
		3.1 Understanding daily worship activities	Inviting salat	There is a boy inviting his father to the mosque	"Let's pray at the mosque, Dad"
		4.1 Performing daily worship activities with adult guidance	Getting used to praying	In the dining room, there are mother, father, and older sister. They are raising their hands. There is food in front of them.	"Let's pray before we eat"
		3.2 Recognizing good behavior as a reflection of noble character	Speaking politely	Two boys are passing elderly. They bent down.	"Excuse us"
		4.2 Demonstrating polite behavior as a reflection of noble character	Thanking after being helped	Two boys and a girl. The girl falls, and the boys help her.	Child 1: "Thank you for helping me" Child 2: "It's okay; you're welcome"
Physical-Motoric		2.1 Behaving that reflects a healthy life	Getting used to washing hands	An older brother invites his younger sister to wash her hands before eating.	"Wash our hands first before we eat"
Gross motor	1. Performing coordinated body movements to train flexibility, balance, and agility	3.3 Recognizing body parts, functions, and movements for gross motor and fine motor development	Name of human body parts	A girl is introducing her body parts	"I have 2 eyes, 2 ears, 1 nose, and 1 mouth"
	2. Coordinating eye-foot-hand-head movements in imitating dance or gymnastics				
	3. Playing physical games by rules				
	4. Skilled with right and left hands				
	5. Carrying out personal hygiene activities				
Fine motor	1. Drawing based on ideas	4.3 Using body parts for gross	Functions of body parts	A boy is explaining the	"Eyes to see. Ears to hear. Mouth to talk.
	2. Imitating shapes				

	<ol style="list-style-type: none"> 3. Exploring various media and activities 4. Using cutlery properly 5. Cutting based on patterns 6. Sticking pictures correctly 7. Self-expression by detailed drawing gestures 	and fine motor development		function of his body parts	Nose to breathe.”
<i>Health & safety behavior</i>	<ol style="list-style-type: none"> 1. Covering nose and mouth, e.g., when coughing and sneezing 2. Cleaning and tidying up the playground 3. Knowing dangerous situations 4. Understanding how to cross the street 5. Recognizing bad habits for health, e.g., cigarettes and alcohol 	3.4 Knowing how to live a healthy life	Body hygiene	A teacher is explaining body hygiene in front of her students.	“Take a shower twice a day to keep the body clean”
	<ol style="list-style-type: none"> 3. Knowing dangerous situations 4. Understanding how to cross the street 5. Recognizing bad habits for health, e.g., cigarettes and alcohol 	4.4 Able to self-help live healthy	Choosing healthy food and drinks	A mother is chatting with her child in the dining room. There are vegetables and fruits in front of them.	“Eat lots of vegetables and fruit to be healthy”
Cognitive		2.2 Behaving that reflects an attitude of curiosity	Submitting questions	In a classroom, a girl is raising her hand to the teacher.	“Ma’am, can I ask something?”
<i>Learning and Problem Solving</i>	<ol style="list-style-type: none"> 1. Demonstrating exploratory and probing activities, e.g., what happens when water is spilled 2. Solving simple problems in everyday life in a flexible way and socially 3. Applying knowledge or experience in a new context 4. Demonstrating a creative attitude in solving problems (ideas, notions out of the ordinary) 	2.3 Behaving that reflects a creative attitude	Expressing creative ideas	A boy gets on a chair to pick up his toys	"I get on the chair to take the toys above"
<i>Logical thinking</i>	<ol style="list-style-type: none"> 1. Recognizing differences by size 2. Showing initiative in choosing the theme of the game 3. Developing a plan of activities to be carried out 4. Knowing the causes and effects of the environment 5. Classifying objects by color 6. Classifying more objects into similar or paired groups with more than two variations 7. Recognizing the ABCD-ABCD pattern 8. Sorting objects by size from smallest to largest, or vice versa 	3.5 Knowing how to solve everyday problems and behaving creatively	Ways to identify problems	It is dark in a house due to blackout. There are children, the mother and father. The father is holding a flashlight.	“My house is dark because of the blackout”
<i>Symbolic</i>	<ol style="list-style-type: none"> 1. Name the numbers 1-10 	4.5 Solving daily	Ways to solve the	A girl is sleeping	"We have to take

<i>Thinking</i>	2. Using numeric symbols to count	problems creatively	problem	with a compress on. It looks like she has a fever.	medicine and rest if we are ill"
	3. Matching numbers with number symbols	3.6 Recognizing surrounding objects (name, color, shape, size, pattern, nature, sound, texture, function, and other characteristics)	Two-dimensional shape	Two children are introducing two-dimensional shapes, bringing a square, triangle, and circle.	"It's a square. It's a triangle. It's a circle"
	4. Recognizing various symbols of vowels and consonants	4.6 Conveying about what and how the objects around are known (name, color, shape, texture, function, and other characteristics) through various works	Traffic light color	A teacher is showing the colors at the traffic light	"Red means <i>stop!</i> , yellow means <i>be careful!</i> , green means <i>go!</i> "
	5. Representing various kinds of objects in the form of pictures or writing (there is an object, a pencil, followed by a writing and a picture of a pencil)	4.6 Conveying about what and how the objects around are known (name, color, shape, texture, function, and other characteristics) through various works	Number	A kid is counting the numbers 1 to 10 in front of the class, while showing his hands	"One, two, three, four, five, six, seven, eight, nine, ten"
		3.7 Getting to know the social environment (family, friends, place of residence, places of worship, culture, transportation)	Family	A boy is drawing his family	"This is my family. This is my father. This is my mother. This is my brother, and this is and my sister."
		4.7 Present various works related to the social environment (family, friends, place of residence, place of worship, culture, transportation) in pictures, storytelling, singing, and gestures.	Various types of transportation	Pictures of planes, trains, cars, motorcycles, bicycles.	"This is a plane. This is a train. This is a car. This is a motorbike. This is a bicycle"
		3.8 Getting to know the natural environment (animals, plants, weather, soil, water, rocks)	Animals	Pictures of animals like fish, cat, chicken, cow, horse, monkey, elephant, tiger, goat bird.	"These are animals. There are fish, cat, chicken, cow, horse, monkey, elephant, tiger, bird, and goat."
		4.8 Presenting various works	Ways to treat plants	A mother and her children (a boy	"We should water these flowers every

		related to the natural environment (animals, plants, weather, soil, water, rocks) in the form of pictures, storytelling, singing, and gestures.		and a girl) are in the garden in front of their house to water the flowers	day"
		3.9 Recognizing simple technology (household utensils, play equipment, carpentry tools)	The name of objects in the house	Pictures in a family room; there are tables, chairs, wall clocks, photos, TV, bookshelves.	"In the family room, there are tables, chairs, wall clock, calendar, photos, TV, and bookshelf."
		4.9 Using simple technology to complete tasks and activities (household utensils, play equipment, carpentry tools, etc.)	Functions of stationery	A kid is holding school equipment consisting of a bag, pencil, book, eraser, ruler, sharpener.	"This is a bag, pencil, book, eraser, ruler, sharpener."
Social-Emotional		2.5 Behaving that reflects a confident attitude	Greeting teachers	A girl greets her teacher at the school gate	"Assalamualaikum. Good morning, Ma'am"
Self-awareness	<ol style="list-style-type: none"> 1. Demonstrating self-ability to adapt to situations 2. Showing caution to strangers (growing appropriate trust in adults) 3. Recognizing self-feelings and managing them normally (self-control normally) 	2.6 Behaving that reflects an attitude of obedience to daily rules to practice discipline	On time	A boy wearing a full school uniform, carrying a bag and wearing shoes, ready to go to school. Behind, the clock on the wall shows 06.30 in the morning.	"We should go to school on time"
Self-responsibility and for others	<ol style="list-style-type: none"> 1. Knowing the rights 2. Obeying class rules (activities, rules) 3. Self-organize 4. Self-responsibility for their own good 	2.7 Behaving that reflects a patient attitude (willing to wait their turn, willing to listen when other people talk) to practice discipline	Ways to queue	A daughter and her mother are queuing at the supermarket cashier	"Let's queue!"
Prosocial Behavior	<ol style="list-style-type: none"> 1. Playing with peers 2. Knowing friends' feelings and responding naturally 3. Sharing with others 4. Respecting others' rights/opinions/works 5. Using socially acceptable ways when solving problems 6. Being cooperative with friends 7. Showing tolerance 8. Expressing emotions following the existing 	2.8 Behaving that reflects independence	Independent behavior	A girl carrying a towel, going to take a shower	"I can shower by myself"
		2.9 Behaving that reflects a caring attitude and willingness to help when asked for help	Ways to offer help	A boy sees a grandmother carrying bags on either side.	"Can I help you?"
		2.10 Behaving that reflects a cooperative attitude	Ways to appreciate friends' works	A boy raises his thumb, looking at his friend's painting.	"Wow, you are so good"
		2.11 Adaptable behavior	Ways to adjust to the weather	A girl using an umbrella when it	"Use an umbrella when it rains"

	conditions			rains	
	9. Knowing manners and morals following the local socio-cultural values	2.12 Behaving that reflects an attitude of responsibility	Tidying up toys	A boy invites his younger sister to tidy up the toys.	“Let’s tidy up the toys”
		3.13 Recognizing self-emotion and others’	Expressing emotions	A girl is showing her sad expression in her room	“I am sad”
		4.13 Showing emotional reaction reasonably	Expressing happiness	A boy is showing his happy expression to his friends	“Hurray, I’m happy.”
		3.14 Showing needs, wishes, and interests	Expressing hunger	A boy is talking to his Mom while holding his stomach	“Mom, I’m hungry.”
		4.14 Showing needs, wishes, and interests in the right way	Making a work based on an idea	A girl is drawing a house	“I want to be an architect.”
Language		2.13 Behaving that shows modesty and politeness to parents, teachers, and friends.	Speak politely	A girl is asking for help to security at her school	“Could you help me? Thank you”
<i>Understanding Language</i>	1. Understanding some commands at the same time 2. Repeating more complex sentences 3. Understanding a rule of a game 4. Enjoying and appreciating reading	3.10 Understanding a receptive language (listening and reading)	Doing something based on the instructions	Children are jumping when the teacher is giving instruction	“Jump!”
<i>Language Expression</i>	1. Answering more complex questions 2. Mentioning a group of pictures with the same sounds 3. Communicating orally, having vocabularies, and knowing symbols for the preparation of reading, writing, and counting 4. Composing a simple sentence in a complete structure (subject-predicate-adverb) 5. Being able to use more words to express ideas to other people 6. Continuing part of a story/fairy tale that they have heard previously 7. Understanding concepts in a storybook	4.10 Showing the receptive language skill (listening and reading)	Reading names (nametag)	A girl introduces herself while holding nametag and pointing her name at it.	“Hello. I am Malika”
<i>Literacy</i>	1. Mentioning recognized letter symbols 2. Recognizing the sound of the first letter of the surrounding objects 3. Mentioning a group of pictures with the same	3.11 Understanding expressive language (expressing language verbally and non-verbally)	Expressing wishes	A girl is talking to her father on the terrace of their house	“I want to buy a new bag”

	<ul style="list-style-type: none"> sounds 4. Understanding the relationship between the sound and the shape of letters 5. Reading their own names 6. Writing down their own names 7. Understanding the meaning of words in a story 	<ul style="list-style-type: none"> 4. 11 Showing expressive language skill (expressing language verbally and non-verbally) 3.12 Getting to know the early literacy through playing 4.12 Showing early literacy skills in various forms of works 	<ul style="list-style-type: none"> Expressing emotional feeling Through the right language expression Getting to know the letters of the alphabet Spelling simple letters 	<ul style="list-style-type: none"> A boy gives a thumb to his father who has made a paper plane A teacher is asking children to sing the letters of the alphabet A boy is standing in front of the class spelling his name. 	<ul style="list-style-type: none"> “You are great, Dad!” “A, B, C, D, E, F, G, H, I, J, K, L, M, M, O, P, Q, R, S, T, U, V, W, X, Y, Z” “My name is Abi, A, B,I”
Art		2.4 Behaving that reflects the aesthetic attitude	Singing a song	Singing the colors in two languages	“Red red, merah 2x. Blue, biru 2x. Purple purple ungu 2x. Green, hijau”
<i>Enjoying songs or sounds</i>	<ul style="list-style-type: none"> 1. Children hum or sing while doing something. 2. Playing musical instruments/objects with friends. 	3.15 Knowing various artworks and art activities	Art activities	Images of people doing art activities such as dancing, singing, painting, sculpting, and playing music	“Dancing, singing, painting, sculpting, and playing music”
<i>Being interested in art activities</i>	<ul style="list-style-type: none"> 1. Singing a song in a right manner 2. Playing various traditional musical instruments and others to imitate a certain rhythm or song 3. Playing a simple drama 4. Drawing various shapes 5. Painting various objects in many ways 6. Making artworks like real using various materials 	4.15 Showing artworks and art activities using various media	Making a paper boat	A boy is making a paper boat, and there is a lot of folded paper around him	“This is my boat. It is made of paper”

Figure 4. Product Development Formula

Develop Stage

At the product development stage, the researcher created an English digital poster book according to the product development formula that had been made before. There are 46 English digital poster materials which are then compiled into an Android-based digital English poster book. The results of product development can be seen in figure 5 below.





Figure 5. Product Development

After the product was developed, the first phase of the product validation test was carried out by involving four experts consisting of English teachers in the kindergarten level, parents, TEYL experts, ICT interactive and learning experts, and the early childhood education learning experts. To score each indicator, the experts had to put a check (V) mark on one of the available score columns in the table. The meaning of each score is; score 1 means totally lacking, score 2 means weak, score 3 means adequate, score 4 means good, and score 5 means excellent. Figure 6 indicates the results of expert validation.

Indicator	Expert Response				Mean
	R -1	R -2	R -3	R -4	
Content	4	5	5	5	4.75
Suitability to the TEYL curriculum	4	5	4	4	4.25
Exercises	5	5	4	5	4.75
Designing	5	5	5	5	5
Suitability to the teachers	5	4	5	4	4.5
Total Mean 4,65					

Figure 6. Product Validation Test Results Experts

Four experts considered that the model of English digital poster book can contribute to meaningful and sustainable learning or several reasons. In terms of content, an English digital poster book covers a variety of materials appropriate to the interests of the children in learning English and achieves an acceptable balance between knowledge about the language and practice in using the language. Meanwhile, in terms of suitability to the TEYL curriculum, the materials in an English digital poster book are relevant to the TEYL curriculum in Indonesia. Then, in terms of exercises, the exercises in English digital poster book involve all text materials which build up the children's need in learning English since they promote meaningful communication by referring to realistic activities and situation. Moreover, in terms of designing, the design of an English poster digital book is well designed, organized, and is easy to use for children in early childhood education. Lastly, in terms of suitability to the teachers, the English digital poster book is recommended and suitable for teachers in TEYL.

Implement Stage

In the implement stage, the English digital poster book was tried out in five Indonesia kindergarten schools to analyze whether this product was practical and effective to be used in TEYL. The instruments used in this stage are observation and interview. Observations were made to determine the conditions and responses and interactions of children when the teacher used this product in TEYL. The results of the observations showed positive responses and indicated that objective of the lesson was achieved well. Some reasons showed that the English digital poster book was effective and practical to use in TEYL. Based on the observation, most children are excited to use this product in learning English. According to the teachers, this product was so interesting, easy to understand, appropriate to the level of difficulty for children in learning English, easy to operate, and can help teachers to guide them in teaching English. Most children understood about the materials and enjoy the activities in learning English through this English digital poster book.

Future Research Directions

The results of this study can be improved in future studies, namely some other material and vocabulary can be added to the English digital poster book content for TEYL. In addition, the number of children participating in product testing can be added to obtain more accurate results. The English digital poster book that has been developed can be tested and can be used for TEYL at the kindergarten level in other areas. Another area for future research could be examining the ability of teachers to use other digital forms to develop their professional competencies such as the use of social media and digital applications. Social media and digital applications are potential digital platforms that can be used by teachers to improve their digital literacy skills. It will be useful if future studies examine the analysis of the need for interactive materials for teaching TEYL in rural areas in Indonesia, considering that many areas in Indonesia are still not technologically developed. Through this research, future studies may also contribute to the development of digital literacy that can be used in all schools in Indonesia.

5. Conclusion

The study can be concluded:

- (1) The learning materials are need for teaching English in Indonesia's early childhood education according to 250 respondents from preschool teachers are the materials that were obtained from indicators in the Child Development Achievement Level Standard for early childhood education that consisted of aspects of religious and moral values, cognitive, physical-motor, social-emotional, language and arts. Moreover, respondents claim that the most English skill needed to teach children in kindergarten are dominated by speaking skills and listening skills. Then, the recommended product desired by respondents for TEYL in Indonesia's early childhood education is an English digital poster book.
- (2) The English digital poster book that has been developed in this research is based on ADDIE model which covers 5 steps; analysis, design, develop, implement, and evaluate. This research involves four experts consisting of English teachers in the kindergarten level, parents, TEYL experts, ICT interactive and learning experts, and the early childhood education learning experts. There were five close ended items of questionnaire to review the product that reveal the aspect of content, suitability to the curriculum, exercises, designing, and suitability to the teachers. All experts considered that the final version of an English digital poster book for teaching English in Indonesia's early childhood education was valid.

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