

INNOVATIVE DESIGN FOR KIDS MASTERY IMPROVEMENT OF LANGUAGE FEATURES IN A STORY

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Abstract

One of the hardest things for people learning English as a third language is still reading and writing. Because they are still not good enough at language features, they often make big mistakes and assumptions that aren't true. To make learning more fun and useful, visual symbols were made for seven different kinds of language traits. It looks at the Vipicoll form a lot. Visual Symbols media, Picture and picture, and the Collaborative approach are all creatively put together in Vipicoll. This research used Reeve's design method. Research develops Vipicoll learning model, employing interviews, literature reviews, and questionnaires for iterative improvement and validation. Researchers identify problems, create Vipicoll, iteratively refine through trials, forming an effective English Language Education model. Study assesses individual English thinking development, emphasizing interpretive framework, relation, function, and unique visual symbols. From this research, it was found that using Vipicoll really helps improve kids' mastery of language features, especially those in a story. This is proven by the fact that after implementation, kids' correct answers when asked directly by their teachers and their written test answers increased greatly even though many direct answers and test answers used to be wrong and they often didn't understand.

Keywords: Visual symbol, Picture and picture, Collaborative, Design research, Language feature.

INTRODUCTION

For a long time, grammar, writing, reading, and listening have been the four main areas of study in second language learning (Schmitt & Murcia, 2019). But this method doesn't take into account linguistic qualities that are important for good writing and speaking. His only study goal was to find language elements in books. Kids have to share their results after reading and listening to sources, which is one of the hardest parts. When learning language parts and how to put them together in sentences, kids don't learn how to think about context, order, kind, and categorization well enough. For someone to be skilled in a language, they need to know more than just grammar and vocabulary. Another thing that has an effect on many countries is the use of English as a third language, after the major state language and regional dialects. The vocabulary, structure, and meaning of these languages are all very different from one another. According to study by Park et al. (2022) most of the mistakes people make on English proficiency tests like the TOEFL,

TOEIC, and IELTS are related to language issues. Modern writing programs like Microsoft Word now have tools that help kids fix their language and spelling. Even with these improvements, linguists have found a number of mistakes in the text when they looked at it closely (Hu, 2018). We need to do more research to make it better.

These events have been the subject of a lot of study. A study looked into how text marking tools can help kids learn and understand what they are reading better (Chang, 2021). The study by Szymanik et al. (2023), on the other hand, looked at visual hints that are linked to adverbs that show links between space and time. Even though visual grammar was used in the study by Sinoara et al. (2017), it was found to not be useful in real life. A new idea from Georgakopoulos and Polis (2018) includes grammatical visualization, even though it's not part of their original scheme for two-dimensional visual grammar. As Ishmam et al. (2023), who study image/text alignment in art, points out, Roth (2021) and Rubino et al. (2018) stress how important visual story telling is when studying literary works. Martsin (2018), on the other hand, uses pictures to describe events and stresses how important visual communication is. On the other hand, Ursini and Acquaviva (2019) look into visual symbolic language and see how words, verbs, adverbs, and grammar structures are used in it. Del Pilar Salas-Zárate et al. (2020) don't really look at literary works, but they do look at how famous icons are used in different situations. Adverbs, nouns, verbs, and adjectives make up the key parts of word structure that they look at.

This study is very important because it aims to fix the problems listed above by using a new way of learning called the Vipicoll model. Visual symbols, such as the use of Picture and Picture (P&P) strategies, and collaborative learning techniques are all part of Vipicoll's goal to make language learning better. Concept maps and graphic organizers are two types of visual aids that can help people understand what they read (McCrudden & Rapp, 2017). Visual images can help people understand better, remember things better, and find things more easily, according to academic studies. Two studies of Loewen & Sato (2018) and Voyer & Jansen (2017) say that the P&P method uses pictures to help people learn and remember things. This study not only shows that Vipicoll works by using local knowledge as a teaching method, but it also makes it more appealing by showing kids how and what they are learning can be used in their everyday lives.

The main purpose of this project is to create a teaching framework for improving language feature competency and then put that framework to the test in the real world to see how well it works. A method called vipicoll is being considered. It uses traits of spoken and written language to help kids who have trouble making sentences.

1. METHOD

The main goal of the study was to make Vipicoll learning media with language aspects for English Language Education. The Design Research method was used. This is an organized way to plan, create, and test teaching interventions (Thomas, E. J., & Rothman, J., 2013). The goal was to deal with difficult issues in the way classes work, with a focus on how important the planning process and development are in finding answers to these problems (McKenney, S., & Reeves, T., 2018).

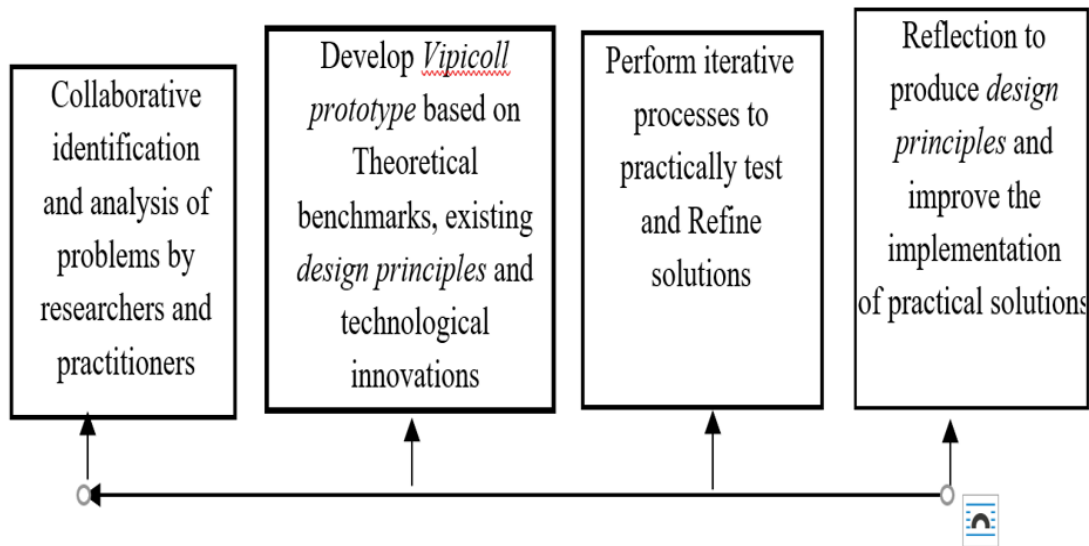


Figure 1: Reeves' Research Design Model

The goal of the research is to create a Vipicoll learning model that follows the model stages (McKenney & Reeves, 2014) and focuses on trying and improving things over and over again to make sure they work. To figure out what the problem is, the study uses interviews, book reviews, and questionnaires. Interviews get information about the classroom, readings help with designing models, and surveys check on the progress of a product and encourage feedback (Sileyew, K. J., 2019).

Researchers start to find problems by observing and talking to people. Then, using theoretical foundations and media technology, they make a prototype of the answer (Olsson et al, 2020). When kids plan media for English Language Teaching, kids have to look over learning materials and analyze books. As part of developing a product, Vipicoll is prototyped using CorelDraw X4, evaluation tools are made, and the product is tested with experts (Laurillard, D.et al, 2018). Through early and limited tests, an iterative process tests and improves the answer. Researchers make changes to the product based on the results of tests and comments from supervisors (Henriksen, D, 2017). They keep doing this until the product is good enough to be used (Eisner, E. W., 2017). Successful tests led to the creation of a made-up the learning model that is meant to get more people interested in English Language Education (Coleman, L. J., 2021)

The study looks at information from interviews with teachers, product development guidelines, and validation ideas to make the Vipicoll learning model better (Sawyer, R. K., 2018). Using an Emergent Perspective explanatory framework to figure out how kids are thinking and learning is very important. Researchers use science methods to make sense of what they see in the classroom, taking into account social and psychological points of view (Mertens, D. M., 2023).

The goal of the design study is to help kids learn language better by using picture-based learning and group activities in a reform class, which is different from a regular class (Lamichhane, K., 2017).

The study looks at data using an interpretive framework to see how well each kid is developing their English thought while taking into account the role of the teacher, the culture of the class, and possible changes that could be made to the way kids learn (Prabjandee, D., 2020). The idea of relation is found by looking at the background of a sentence and what words mean (Just, M. A., & Carpenter, P. A., 2018).

The idea of function, on the other hand, is found by using pictures to show how language works (DeKeyser, R., 2020). For tenses, the visual symbols represent a time scale, and for epithets, they represent a process of ordering that is based on traditional food making production. This shows how the Vipicoll learning model offers unique ways to understand these language features.

2. RESULTS AND DISCUSSION

2.1 Result

The problem was looked at by researchers in the first step, who found that many kids were having trouble with the language parts. After that, an exploratory study is done. According to preliminary study, we need new ways of thinking about media, methods, procedures, and learning strategies, especially if we want to get better at language. Kids often make mistakes when they talk and write, especially when it comes to fictional works. This is why text analysis of these types of works is more common than analysis of other types of books.

Following this, the researchers used "Snow White" story as a model to set up a system with seven sets of visual symbols, one for each of the seven main language features found in stories.

The research was mostly about the most popular categories. For the Tenses language feature, the experts came up with a set of twelve different graphic icons to show the different tenses. As kids can see, seven icons stand for adjectives and twelve for epithets.

The picture has fifteen symbols for conjunctions, twelve symbols for verbs, and twelve symbols for words. After this, each of these pictures will be turned into a game card. There is a picture on each of the twelve cards in this set that represents a different mood. These marks came from the picture below.

What makes this time scale unique is that it can clearly show how different tenses are connected. After that, kids can use these cards to help them pick the right mood when putting together words or connecting them to pictures. The provided image and its accompanying scale can be very useful as a reference for programmers and app makers.

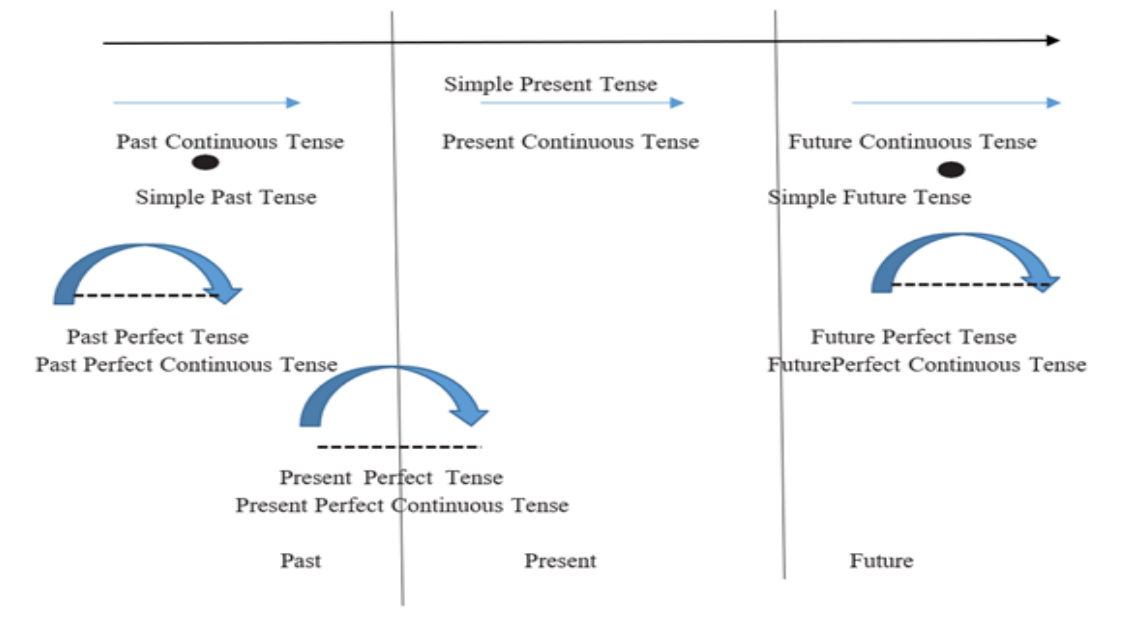


Figure 2: Tenses Scale

Researchers found that a lot of kids had trouble with the language parts in the first step of problem analysis. Exploratory study is the next thing that needs to be done. New ways of thinking about media, methods, procedures, and learning strategies are needed, especially when it comes to improving language skills, according to early study. It is more common to do text analysis on fictional works than on other types of literature because kids make more mistakes when they are talking and writing about literature, especially when it comes to fictional works.

The next step for the researchers was to figure out the seven main types of words used in stories. Researchers used the story "Snow White" to make their points, and then they came up with a method with seven groups of pictures. Most of the study was done on the most common types. Within the framework of the Tenses language feature, the experts created a set of twelve unique visual icons that represent the different tenses. There are seven icons that stand for adjectives and twelve that stand for epithets. There are fifteen conjunction symbols, twelve noun symbols, and twelve verb symbols in the graphic portrayal. The next step is to turn these pictures into playing cards. A group of three experts in computer media and one expert in language learning looked over the Vpicoll model before it was used. The Learning Object Review Instrument (LORI) was used for evaluating these cards media because it's an effective evaluation (Gordillo Méndez, 2017). Twelve playing cards are used to teach English. Each card shows a different mood. The picture below gave us ideas for these symbols. The unique thing about this time scale is that it makes the connection between tenses very clear. Kids can then use these cards to help them find the right tense when they are putting together words or making links between visual symbols. Programmers and app developers can use the given image and its scale as great reference materials.

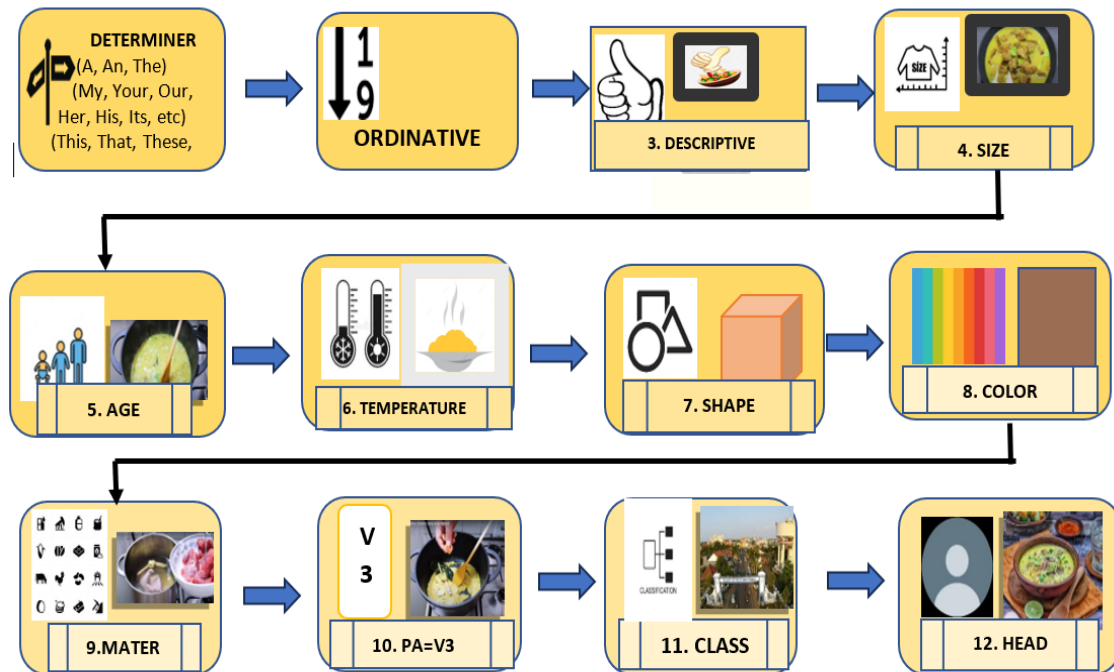


Figure 3: The order of Adjectives in Cards

Researchers say that a lot of kids had trouble with the speaking parts of the first step of problem analysis. The next step that makes sense is to start an exploratory project. An early study suggests that in order to improve language skills, we need new ways of using media, methods, procedures, and learning techniques. Because kids make mistakes when they speak and write, especially when it comes to fictional works, text analysis is more common for these types of books than for other types.

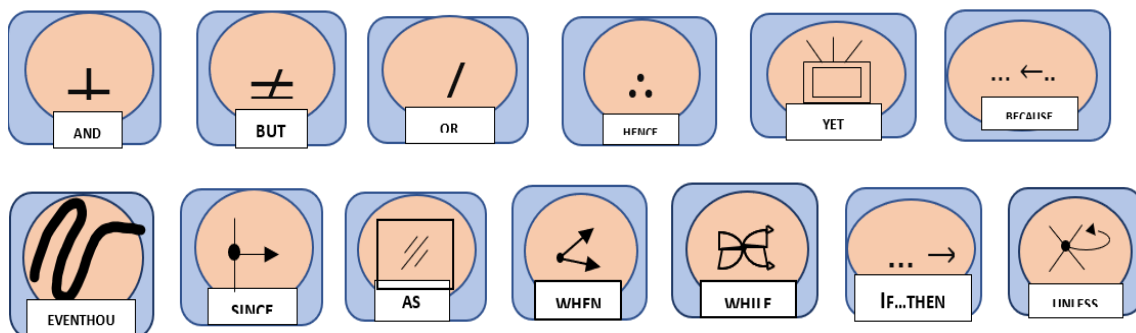
The next thing the researchers did was look for the seven most common linguistic traits in stories. They used the story "Snow White" to make their points after coming up with a method with seven sets of visual symbols. The study was mostly focused on the most common types. For the Tenses language feature, the researchers made a set of twelve different graphic images to show the different tenses. There are seven icons that stand for adverbs and twelve that stand for epithets. The picture is made up of fifteen symbols for conjunctions and twelve symbols for words and verbs. The next step is to make playing cards out of these pictures.

There is an image of a different tense on each of the twelve game cards. The picture below gave us ideas for these symbols. This time scale is different from others because it can clarify the link between tenses. After that, they can use the cards to help them pick the right mood whenever they put together pictures or words. The picture and scale that are given will be very helpful for software engineers and app developers.



Figure 3. Visual Symbols of Adverb

A conjunction is a word, phrase, or clause that links two or more other parts of a sentence. In this way, they help change the meaning by moving around the structure of grammar. If kids want to use a conjunction, the three most popular types are correlative, subordinate, and coordination. Some of the visual aids for conjunctions that experts have made are already built into Microsoft Word. When these symbols aren't available, experts come up with and test new ones to make sure that everyone can understand them. If one visual sign is used to represent more than one conjunction function, the researcher may decide to come up with a different one to make things clearer and easier to understand. When making new digital media or apps, visual images will stand for how people will work together in the future.



In order to help kids learn how to use conjunctions, teachers may show them pictures and have them put dots where the words were. Teachers also help kids build sentences, talk to each other, and fix each other's mistakes as part of the teaching process. Kids talk about where they think the building should be placed in relation to its surroundings and how they think it uses visual cues. The thorough documentation of this hyphen's features will be very helpful for programmers and app developers.

Changing how often words are used is one way to make visual symbols. Putting a picture of the noun on a card that is accessible makes the visual representation. In the lecture, nouns are taught in terms of their position, types, and where they come from. In the practice, they are used in the setting of structure and context. There are names in the Snow-White story that are shown by symbols.

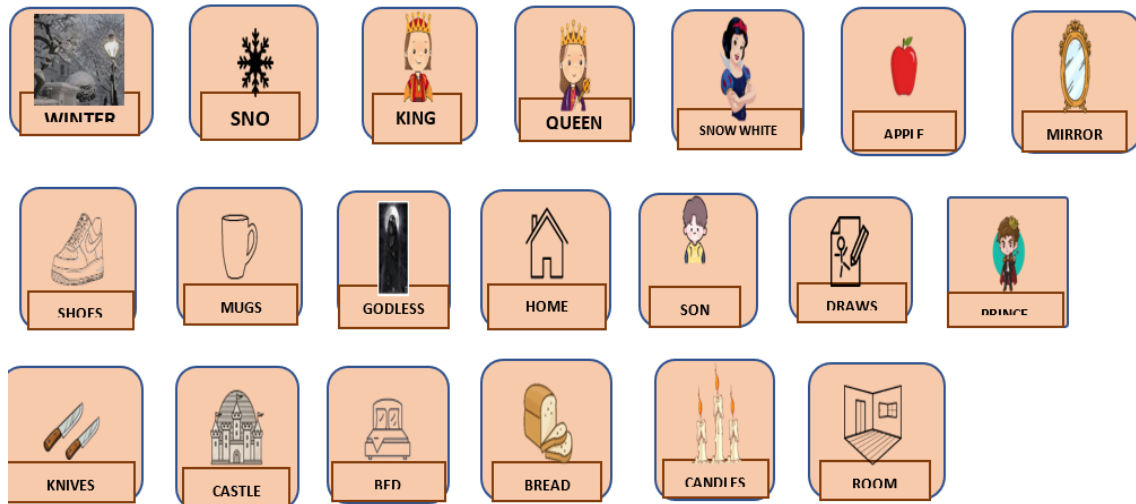


Figure 5: Visual Symbols of Noun

Teachers can help their kids learn how to use conjunctions correctly by showing them pictures that they can color in with dots. Additionally, teachers help kids improve their speaking abilities, build their sentence structure, and fix each other's mistakes as part of the teaching process. The kids talk about how the building uses visual cues and where it is in relation to its surroundings. Programmers and app writers can learn a lot from the detailed documentation of this hyphen's features.

Changing the order of the words can be a visible cue. The visual representation is made by putting an image of the word on the available card. The lesson starts with a talk about nouns and their different forms. Next, the speaker moves on to practice and application within the framework of structure and context. Signs are used instead of names in the story of Snow White.



Figure 6: Verb Visual Symbols in Cards

A pedagogical system that is unique to a certain subject is what Augustsson (2021) means by "local instructional theory." It includes things like lesson plans, activity sheets, and training aids. Visual images were used to improve kids' knowledge of language-related topics, different strategies were put into action, and Picture and Picture approaches were combined with Collaborative Learning methods.

2.1.1 Vipicoll Learning Trajectory

Table 1: Vipicoll Learning Implementation Trajectory

1st Meeting			
The goal is to understand how to use the word "to-be" and other verbs in different tenses.			
Activities	Model	Learning Outcomes Hypothesis	Rationalization
People first watch a movie that teaches "to be" and how to change the tense of auxiliary verbs. Along with the teacher, they talk about rules, figure out cases, show what they've learned, use symbols, and write their own words in groups.	It was done with a blackboard, PowerPoint, a researcher's video with Mr. Kliwon and Mr. Bodin's story, and pictures that showed the tenses.	Kids should know how to use verbs in different tenses, give different answers, and work together to talk about something and decide what to do.	The game was picked based on P and P traits, such as use of context and well-known stories, which helped kids understand better.
2nd Meeting			
Kids learn about the scale of tenses and rely on Vipicoll to write lines based on short stories.			
Activities	Model	Learning Outcomes Hypothesis	Rationalization
The lesson for learning face-to-face uses the Vipicoll model and the Picture and Picture method. Kids learn about the scale of tenses and use pictures to put together sentences that are based on the story.	Vipicoll is a way to teach kids about the scale of tenses and how to write sentences.	Kids can learn about the different tenses and how to connect symbols to make words. They can also learn about the background information.	For rationalization, using Vipicoll, active learning, and real-life Indonesian events can help kids learn the Tenses scale.
3rd Meeting			
Vipicoll helps kids learn how to write words based on rules and the situation. They learn how to tell the difference between tenses and compare them.			
Activities	Model	Learning Outcomes Hypothesis	Rationalization
The teacher talks about how different the tenses are, and then the kids write words in those tenses that are made up of symbols from longer lines. They talk about how tenses are different and how formulas,	Tenses are talked about by the teacher, and the kids work together to make sentences. Some of the kids write very long lines.	The kids can switch between tenses, put together words, write examples, and decide what they think.	There's a good reason for this activity: it goes with Picture and Picture, active learning, and everyday situations that help kids understand tenses.

verbs, and symbols are different types.			
4th Meeting			
The goal is for kids to learn about the different types of adverbs and where to use them by doing picture-and-picture tasks and seeing them in real life.			
Activities	Model	Learning Outcomes Hypothesis	Rationalization
Videos and pictures are used to teach words. Kids search for adverbs in pictures and words and decide where to put them as they learn about them.	Adverb of material. Kids use PowerPoint, movies, and a notepad to learn about adverbs and how to put them together in sentences.	Kids fully understand adverbs, including the different kinds, where they go, and how they are signed. They can put these thoughts together in sentences and know what they mean.	The game is picked based on how well the picture fits in with its settings. By using what they learn in real life, active learning helps kids understand adverbs.
5th Meeting			
Active face-to-face learning helps kids learn the different kinds of adjectives, how to use them, and where to put them in words using Vpicoll..			
Activities	Model	Learning Outcomes Hypothesis	Rationalization
Kids can learn words and how to use them in sentences with the help of videos, pictures, and activities. After reading lines, they decide what adjectives mean and where they belong.	PowerPoint slides show examples of adjectives and how to use them in sentences. Whiteboard games help people learn in person.	Kids should be able to look at words, use adjectives to figure out what they mean, and know where these adjectives go.	Kidss can learn things with the help of videos, pictures, and games. They look at words and decide what adjectives mean and what part they play in different situations.
6th Meeting			
Vpicoll's active face-to-face learning helps kids learn about the different kinds of conjunctions and where to put them in sentences.			
Activities	Model	Learning Outcomes Hypothesis	Rationalization
Kids learn how to use conjunctions correctly in sentences with the help of videos, examples, and other visual tools. They also figure out how to use them on their own.	Pictures, PowerPoint, film, and a whiteboard.	Kids form their own ideas and learn how to use numbers, letters, words, and groups in sentences. They know what words mean, how to use them, and when to use them.	Through P&P games and hands-on learning, kids learn how to connect visual symbols and understand how to use clear pictures to join words together. This helps them understand the situation better.

2.1.2 Learning Hypothesis

At the first meeting, PowerPoint slides and a researcher's movie called "Funny Tips for Understanding Tenses" (<https://kidstu.be/hEJmuCqxAQQ>) were shown to help people understand the verb "to-be" and other things that go with it in different tenses. A third-person subject will be followed by verbs that mean "to be" or "auxiliary verbs" finishing in

-s or -es. This is an interesting rule that can also be found in computer programs or apps. For Dewi Ayu (They, We, I, you) don't need to be iced with a verb that means "to be" or "auxiliary verb," or her stomach will hurt later. This help people understand how to use to-be and auxiliary verbs in different tense situations. That's the main goal of this job. Then, the kids look at sentences from novelettes in groups and use visual tools to show what they've learned on the board. In dynamic meetings, people use picture cards to break the ice and figure out how to link words and pictures.



Figure 7: To be, auxiliary verbs, and Pronoun cards

At the second meeting, pictures were used to help people understand grace periods. The kids watch the researcher's movie "Tenses are easier in visual symbols" (<https://kidstu.be/UPSUXVJCF1k>) and then do things like compare timescales, talk about sentences, and figure out the tenses of things. To write sentences, kids use tense scale cards. They also talk about and draw time scales and use what they've learned to write sentences.

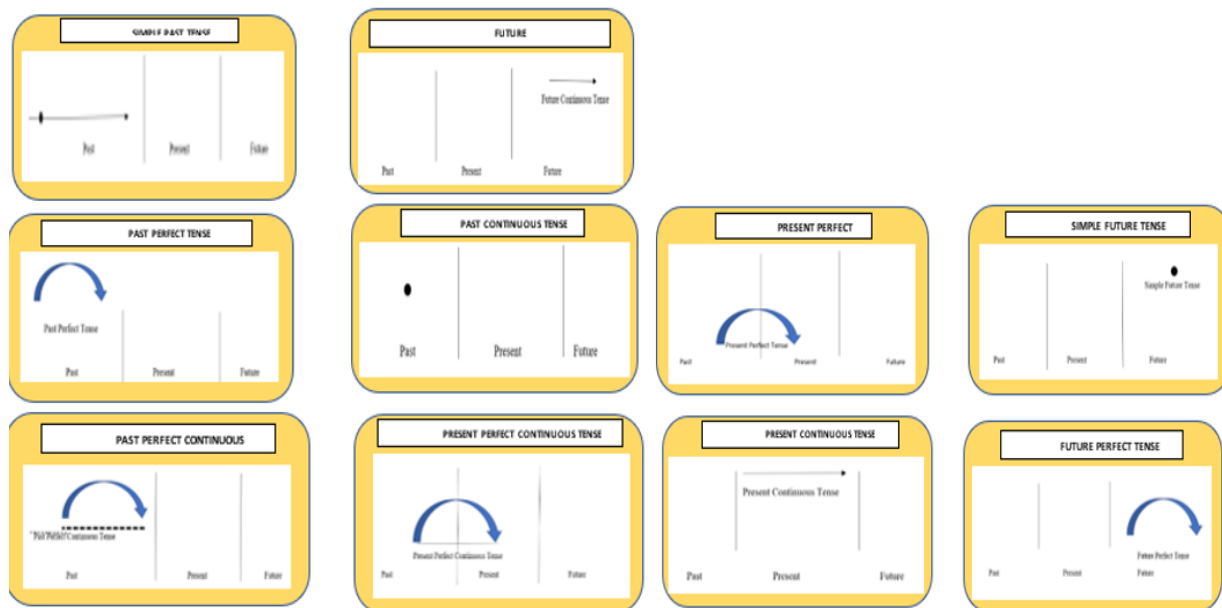


Figure 8: Tense Scale Cards

Teenagers learn about tense timescales in the third meeting through group discussions, visual aids, and movies made by the researcher, as on the video <https://kidstu.be/5VCjVzzl1OU> and <https://kidstu.be/47iv1OWAhYs>. They learned about time-grace mapping and how to use different tenses in long lines.

At the fourth meeting, kids learn about scales and grace periods through pictures. For example, they learn how to use "since," "until," "for," "when," "while," "how long," "how often," "also," "on," "in at," and "which" in prepositions. The researcher made a movie of it that kids can watch at https://kidstu.be/7oVkk-_ahxU.

Picture, video, and talk lessons help kids learn about words and where to put them at the fifth meeting. Picture and case studies are used to teach, and the kids learn how to sort, explain, and write sentences with adjectives. At the sixth meeting, experts drew 11 pictures of conjunctions to help video kids learn how to use them. Picture-based lessons help kids understand this idea better and learn how to use it in words.

2.1.3 Retrospective

The design to develop the kid's mastery in language features in Jacob's Snow White.

Continuing the teaching experiment, retrospective analysis involves monitoring learning outcomes through Kid Worksheets in group work (Wen, Y., & Song, Y., 2021). Learning analytics for collaborative language learning in classrooms (Lin, C. J., & Hwang, G. J., 2018). Analysis includes direct questioning, utilizing an emergent perspective interpretation framework for comprehensive assessment of kid development, participation, teacher's role, and class culture (Abdel Meguid, E., & Collins, M., 2017).

Activity 1 involves pairing kids to explore to be and auxiliary verbs in sentences. Initial context aims to strengthen understanding through case examples and a related video.

Teacher : Familiar with to be and auxiliary verbs?

Kid : Yes mam, understand, ma'am (Most kids respond, two kids silent).

Teacher : For those who know, calm down. What about the two kids, who haven't used it?

Kid : I have, sir, but not in stories.

Teacher : Any issues? (Pointing at another kid)

Kid : Same, sir, used it but not in stories.

Teacher : Both used it before?

Kids : Yes, Sir (simultaneous).

Teacher : So, kids understand its usage?

Kids : Yes, Sir (simultaneous).

In this discussion, most kids are familiar with to be and auxiliary verbs, though 5 kids are less accustomed to using them in stories. The teacher outlines detailed steps for contextual usage. The intertwining of high school and previous-level material facilitates learning. The class environment encourages active participation, discussion, and teacher support. The first activity involves using visual symbols with assigned cases, fostering lively group discussions with heterogeneous member selection. The teacher closely observes and evaluates kid strategies during group discussions. Student Activity Sheets (LAS) aids matching cases. Class was divided into 2, SPA is students who Practice and Answer, and SPM is students who practice to be miscontent or to complain. Some assume answers must be identical; teacher encourages flexibility.

SPA1: Must our answers match other groups?

SPA2: Yes, it must, discuss only within our group. Maybe at different times.

SPM3: Not different, instructions allow discussion within the group; it's our call.

SPA2: Agreed, we're free partners; depends on our group's agreement.

SPA1: Right.

SPA2: I'm told to conclude the definition of *auxiliary verbs*; they're different, right?

SPA1: Yes, different. The first 2 cases are to-be because of verb-ing, indicating the action.

SPM3: In middle school, examples were similar.

SPA1: Yes, let's proceed with diverse interpretations.

Teacher allows varied group answers. Group 2 uses material context effectively, relating to junior high studies. Interactive discussion fosters communication skills and social norms correction and involvement. Group 2 and Group 4 show diverse answers, but agree on "to be" definition.

Teacher : Each group solves cases 1 and 2. Different methods?

Kid (Group 3) : Yes, ma'am, our pairing method differs.

SPA1 : I have a different partner.

SPA2 : It's okay; I agree with Group 2's definition.

Teacher : Context matters, choose according to the sentence.

SPM4 : In case 1, all have partners; case 2 has one unpartnered verb.

Kid : "To be" is an auxiliary verb, giving meaning to actions.

Teacher : Combined, what's the definition?

Kid : The relationship between one set and another set.

Kids complete Activity 1, move to Activity 2 understanding auxiliary verbs. They pair 2-word orders using experience, discuss results, and define functions collectively.

Teacher : Completed activities 1 and 2. Agree with the representative's answer?

SPA1 : Yes, sir. Auxiliary verbs need partners.

SPA2 : Each left-side auxiliary verb should have one partner, right?

SPM3 : In case 1, all have partners; case 2 has an unpartnered auxiliary verb.

Kid : Auxiliary verbs aid meaning and distinguish tense.

Teacher : So, collectively, what's the definition?

Kid : Words aiding meaning, distinguishing tense in verbs.

First meeting: Interactive activities using visual symbols enhance understanding of to-be and auxiliary verbs. Kids grasp concepts, express definitions, and provide examples. Improvements suggested for chart usage and group assistance.

In the second meeting the activities explore tense concepts using Snow White's story. Teacher reviews prior material, assigns groups, and clarifies instructions. In the second meeting, Tense exploration using Snow White's story. Teacher guides, assigns groups, facilitates discussions on verbs, adverbs.

SPM3 : How to distinguish tenses without verbs and adverbs?

SPA2 : Context matters, especially in a story.

SPA1 : Rely on words before and after the auxiliary verb?

SPM3 : Words around it give the context of the action.

SPM4 : Difference between's in three tenses?

SPM3 : In present, for is; in past continuous, was; in present perfect, has.

SPA1 : Distinguishing past continuous and past tense?

SPA2 : Visual symbol by Mr. Antoni helps; longer verb, past continuous; shorter, past tense.

Discussion reveals SPA1 and SPA2 face no issues; SPM3 and SPM4 overcome difficulties. Group discussions enhance understanding, fostering confidence, and democratic attitudes. Second meeting activities develop knowledge and understanding of to-be and auxiliary verbs through interactive, realistic problems.

SPM4 : Antoni's time scale is confusing. How to distinguish past perfect and present perfect tense?

SPM3 : True. And present perfect continuous, past perfect continuous tense?

SPA1 : Past perfect is a past event done; present perfect is ongoing since the past.

SPM4 : What's the difference in past continuous and past tense?

SPA2 : Visual symbols help: past tense is a point, past continuous is a line.

SPA1 : So, a longer verb is past continuous, and a shorter one is past tense, got it?

SPA3 : Yes.

SPA4 : What about Future Tense and Future Continuous Tense?

SPA1 : Future Continuous is ongoing; Future Tense is a planned event, using will or shall and Verb 1. If there are signs, we use to-be going to with Verb 1.

Discussion covers understanding time scales through visual symbols in teacher's videos and class lessons. Recognizing time scale differences aids story comprehension. The concept facilitates understanding story sequences, event durations, and chronological comparisons. Kids gain clarity on challenging tenses through visual aids and symbols. Some kids struggle with vocabulary and sentence construction, highlighting the need for improved coordination within groups for effective collaboration during tasks. The findings and issues from the first meeting are addressed and corrected in the second meeting, emphasizing the importance of video lectures in enhancing understanding.

In the third meeting, the teacher reviews previous activities, introduces adverbs' functions and positions. Kids pair adverbs using visual symbols in sentences, facilitated by the teacher.

SPA2 : LAS has 6 adverb symbols, right?

SPM3 : Yes, each for an adverb type. Confused about types and functions.

SPM4 : We reveal functions too?

SPA1 : Yes, starting with positions. I think degree adverb is like manner, between subject and predicate or after object. What do kids think, friends?

The conversation in the discussion above shows that there are no difficulties in SPA1 and SPA2 regarding the given context. This happens because kids are getting used to the use of visual symbols in learning. SPM3 and SPM4 were a bit confused at first, but they quickly understood when explained by SPA1 and SPM 3. Group discussions enhance understanding of adverb positions and functions, involving kids directly in learning.

Teacher : Where to pair "often" and "scream" adverbs?

SPA1 : "Often" between Stepmother and talks, "scream" after talks.

Teacher : Where for "on the wall," "in the afternoon," "every day"?

SPA2 : "On the wall" after subject, then "in the afternoon," ending with "every day."

Teacher : Good. Form the full sentence.

SPA2 : "Stepmother often talks scream to the mirror on the wall in the afternoon every day."

Teacher : Great!

Learning activities show kids' developed knowledge of adverb positions through discussions, questions, presentations, and completed activity sheets. Kids grasp adverb

concepts effectively, achieving learning objectives. The teacher facilitates understanding during LAS work, ensuring comprehension of adverb positions and functions.

Teacher : Used all adverbs before?

Kid : Yes, not in one sentence.

Teacher : Discussing functions now. Can anyone explain frequency 1 and manner?

Kid : Yes.

Teacher : Good, kids can master adverb positions and functions.

Kids comprehend the given context, linking it to the analyzed story. Discussion reveals kids' ability to pair visual symbols with adverbs, engaging in social norms. The teacher guides kids to find general rules, address misunderstandings, and ensure organized group arrangements.

Teacher divides kids into 5 groups for activity 4 on epithet sequence. Emphasizes understanding LAS instructions and adjective-noun order concepts in Indonesian.

Teacher : Ever written adjectives before nouns in English?

Kids : Yes.

Teacher : Paid attention to types and order?

Kid : (Silence)

SPA1 : I use estimates or feelings, sir.

SPA2 : I find it difficult to determine the order, sir, remembering the formula.

Teacher : There's a problem with remembering the formula or using feelings; how to remember easily?

SPA2 : How, sir?

Teacher : Like making traditional food, write nouns and adjectives backward.

SPA1 : How, sir?

Teacher : Know the process of making tofu, fried rice or empal genthong soup?

SPA2 : What does that have to do with kids?

Teacher : Order the process, write nouns and adjectives backward. Mention them.

Kids : Delicious, big, freshly cooked, boxy, brown, from Cirebon, meat, Empal gentong.

Lecturer : Compare with the order of adjectives in epithets. How?

Kids : (Laughs) Very similar to the formula. Easy, sir.

Teacher guides kids to visualize nouns and adjectives with visual symbols. Kids connect symbols to epithet sequence parts, then compare results for differences or similarities.

Teacher : Are visual symbols correctly aligned with adjectives in the epithet order?

Kids : Yes, their visualization helps. Each symbol matches an adjective, making it Easy to remember the sequence.

Teacher : Any additional insights from our discussion?

Kids : The process ensures every symbol finds a corresponding adjective.

Kids grasp context, connect tofu-making process, and adjective order. Teacher evaluates their understanding. Kids match adjectives, utilize visual symbols, and understand adjective order. Teacher clarifies, facilitates accelerated assignments, and assesses progress. Kids grouped for activity 4. Teacher asks about connecting words, phrases, and clauses effectively. Conversation transcript indicates discussion about proper connections.

Teacher : Who understands connecting words?

Kids : I do, using conjunctions like and, or, because, if, etc.

Teacher : Good. Today, we delve into conjunctions in Snow White's story for writing. Groups, explore their functions in sentences.

Kids : Where do we begin?

Teacher : Analyze how they work in dependent phrases or clauses, adding depth to Their understanding.

Teacher answers kid queries on word connection, emphasizing dependence in conjunction usage. Group discussions continue.

Teacher : Let's discuss conjunction functions. Who explains "and," "or," "but"?

SPA 15 : "And" connects similar phrases. Example: Snow White and the dwarfs dine together.

Teacher : Excellent. What about "because," "if," "then"?

SPA 17 : "Because" states cause. Example: Stepmother traps the king because she Craves the throne.

Teacher : Good. Now, "neither nor," "not only," "even though."

Kid : "Neither nor" denies events. Example: Neither Snow White nor her father Knew the stepmother's intentions.

Teacher : Well, done. Keep going.

Kid : "Not only" emphasizes events. Example: Not only dwarfs but also the prince witnessed Snow White's recovery.

Teacher : Excellent. What about "even though"?

Kid : It expresses action despite obstacles. Example: Even though stepmother married the king, she craved the throne.

Teacher : Very good. Now, "moreover" and "if so."

Kid : "Moreover" adds information. Example: Dwarfs treated Snow White kindly; moreover, they considered her family.

Kid : "If so" states consequences. Example: If another woman is more beautiful, stepmother will kill her.

Teacher : Fantastic! Kids grasped conjunction functions well. I'm pleased with their Understanding.

Kids grasp conjunction concepts well, especially in Snow White's story. Minimal hurdles are encountered. Combining "while" and "as" poses challenges, addressed through real-event illustrations and TikTok-inspired symbolic demonstrations, successfully imitated by kids. This section outlines strategies for teaching noun language features in Snow White's story, emphasizing visual symbols.

Teacher : Where do nouns go in kamatz?

Kids : In subjects and objects, sir.

Teacher : Correct. They're also complements, appositives, possessives, and objects of Prepositions. Give an example.

Kid : "Stepmother's character is rude." The dwarves went "to the woods."

Teacher : Excellent! Kids' grasped the diverse functions of nouns well. Groups likely answered next question on noun types.

Teacher : Let's discuss noun types. Explain proper, common, concrete, and abstract Nouns.

Kid : Proper nouns are names like Snow White, common nouns are general, Concrete refers to physical things, and abstract relates to concepts.

Teacher : Excellent. Now, countable, uncountable, and collective nouns.

Kid : Countable nouns can be counted individually, like glasses. Uncountable Nouns, such as water, can't be counted. Collective nouns refer to groups, like a family.

Teacher : Well done. Now, let's explore derivational, compound, gerund, infinitive, and Zero-derived nouns.

Kid : Derivational nouns form with prefixes or suffixes, like "kindness." Compound Nouns combine words, like "swimming pool." Gerund nouns are verbs changed to -ing, like "swimming." Infinitive nouns form from verbs with "to," like "to run." Zero-derived nouns come from basic words, like "love."

Teacher : Alhamdulillah, kids've mastered nouns well. Even those who remain silent are Likely understanding.

Visual symbols enhance noun visualization; abstract nouns illustrated separately. 7th meeting: Implementing visual symbols for verbs, collaborative learning, and language mastery monitoring.

Teacher : Let's discuss verbs. Who can explain verb functions?

Kid : I'll try. In the second sentence, verbs explain subject activities.

Teacher : Correct. Now, types of verbs. Name them.

Kid : Regular, irregular, singular, verb-ing, auxiliary, modal, phrasal, linking, action.

Teacher : Good. What about modal verbs?

Kid : Express ability, possibility, permission. Examples: must, should, can.

Teacher : Well done. Explain linking verbs.

Kid : Connect subject with predicate. Examples: feel, look, seem.

Teacher : Excellent. Now, transitive and intransitive verbs.

Kid : Transitive needs object, like take. Intransitive doesn't, like sleep.

Teacher : Perfect. Infinitive verbs, stative verbs?

Kid : Infinitive acts as noun, like dream. Stative describes state, like love.

Teacher : Subject-verb agreement?

Kid : Rules for using subject as verb in sentence.

Teacher : Great. Main verb, causative verb, finite verb, passive verb?

Kid : Main directly tells subject action. Finite influenced by tense. Passive formed By past participle.

Teacher : Impressive. Relate concepts to Snow White for the test.

Kid : Sure, in the mid-term, we'll apply these in Snow White's story.

Teacher : Excellent, understand and apply.

Concrete verbs visualized; abstract verbs explained through quizzes in Snow White. Kids' Verb problem mistakes mostly in abstract words; the average score 80 indicates improved understanding, comparing in the pretest, its average is 73. Research continues with retrospective analysis, focusing on conversations, group assignments, and kid learning process development.

Retrospective analysis

Retrospective analysis of 5 kid groups, focusing on language features understanding, strategies, and problem-solving in group activities. Student in Retrospective Group (SRG) 1, top-performing kids, explain well in posttest. Actively engage, lead discussions, and collaborate effectively in class.

SPA1 : Our answers differ.

Teacher : Where?

SRG1 : Method choice, sir. We used tenses as per teacher's video.

Teacher : Explain the differences.

SRG1 : Past Continuous for long time, Past for particular time. Others used when or while.

Teacher : Correct. Present Perfect ends in past, Past Perfect ongoing, crossing Past-Present boundary.

SRG1 understands tenses, simplifying problem-solving in the final question. SRG1 excels in pairing language features, understanding concepts, and providing accurate examples. They also assist other groups effectively. SRG 2 excels in posttest marks, actively participates, and comprehensively understands language features, visual symbols, and question-solving.

Teacher : How do kids sort adjectives?

SRG2 : Using the process of making empal genthong, sorting from the back.

Teacher : Great. Any difficulty with adverb questions?

SRG2 : No, we followed teacher directions for adverbs' placement in sentences.

Teacher : Excellent. How about adverbs of manner?

SRG2 : Can be placed between subject and predicate, or after predicate or object.

Teacher : Impressive. They seem to grasp the concepts well.

Conversation in on show that SRG2 capable understand the concept well. Not only that, SRG2 kids can even place each adverb correctly, sort adjectives correctly according to the teacher's directions. Group 2 answered questions well, with few errors. They collaborate effectively, seeking input, and asking questions without hesitation.

SRG3, a middle-performing group, actively engages, asks questions, and solves language features questions effectively. They confidently share answers and methods, demonstrating good understanding and consistent progress.

SRG3 : Sir, difference between linking word and conjunction?

Teacher : Conjunctions are linking words, include connectors, prepositions, pronouns. Now, "when" vs. "if"?

SRG3 : "When" for definite events, "if" for conditional events.

Teacher : Good. Gerund vs. past participle?

SRG3 : Gerund active, past participle passive.

Teacher : Impressive, mastered concepts well.

SRG3 grasps conjunctions and nouns; frequent questions, quick understanding from teacher's guidance. Demonstrates progress in exercise questions. The picture above shows that understanding of the concept SRG 3 is awake. This can be seen from when SPM3 hook between every visual symbols with the type of language features and when placing language features at points in sentences, and how they order language features both adjectives and adverbs. Concept understanding achieved at this stage is that SRG3 is able to use the procedures that have been taught to solve problems in questions. SRG4 is a middle-performing, somewhat passive group with decent reasoning ability. They need encouragement to express opinions, and the teacher prompts discussions to assess their understanding.

Teacher : Do kids understand?

SRG4 : (Silence)

Lecture : Does anyone know how to make empal genthong or tofu?

SRG4 : Explain.

Teacher : First, prepare the meat. How do kids cut it?

SRG4 : With a knife, sir, using hands.

Teacher : Good. Describe the meat and cooking details.

SRG4 : Brown color, yellow broth, 100 °C. Cook for 5 minutes.

Teacher : How's the taste?

SRG4 : Delicious.

Teacher : Now sort adjectives for empal genthong.

SRG4 : Square, big, brown, yellow sauce, 100 °C, tastes good.

SRG4 understands adjectives sequence well after being prompted. His language features mastery improves.

Teacher : Watched to-be and auxiliary verbs video?

SRG5 : Yes, for subjects he, she, it, use s/es. Subjects they, we, I, kids have no s/es.

Teacher : Understand Tenses scale?

SRG5 : Divided into past, present, future. Continuous indicated by straight line.

Teacher : If long line same point?

SRG5 : Present Tense, past event ongoing. Point in Past Tense, specific past time.

Teacher : Curved lines meaning?

SRG5 : Past Perfect starts, ends in past. Present Perfect starts past, ongoing into present.

Teacher : Well done, kids understand it.

SRG5 now understands Tenses, to-be, and auxiliary verb concepts with enthusiasm. Test shows increased understanding; mistakes in epithet sentences, adverb placement corrected, a promising improvement. Kids' correct oral answers show increased understanding and mastery of language features. Likewise, the results of individual written test correct answers show a sharp increase in mastery

CONCLUSION

Visual symbols, validated by semiotic experts and English language learning experts, are said to be a very appropriate medium for improving mastery of English language features. This is because the rectangular material is converted into visuals which makes it easier for kids to absorb it, it lasts a long time in their brains and it is easy to recall memories of the material (Weinstein, Y et al, 2018).. This is in line with the research results. During the implementation of Vipicoll, in the trajectory and hypothesis stages which used Picture and picture and Collaborative strategy, the teacher asked many things related to kids' mastery of language features and they still seemed very confused and many of the answers were still wrong, both direct oral answers and test answers. Written. After implementation and retrospection, a lot of progress began to occur, with improvements occurring from one meeting to the next. This increase in kids' correct answers, both oral and written, and score progress comparing posttest and pretest prove that Vipicoll is very effective for use as a model for learning language features, especially in stories.

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