IMPLEMENTATION OF ENJOY ENGLISH LEARNING FOR CHILDREN IN EARLY AGE

Nining Wulandari
Dosen Tetap STIT Muhammadiyah Tempurrejo Ngawi
E-Mail : niningwulandari50@gmail.com

Abstract

This service activity aims to enhance and understand to improve the ability of Widodaren Elementary School teachers, especially in teaching English. This training material includes: Learning English in Elementary School, Learning through Songs and Stories, Learning through Crafting, Learning through Games, Performance Learning. The training was held on February 10 march 20 with 20 participants. The training is carried out using lecture, discussion, assignment and guidance methods. Then the participants are required to perform and make lesson plans from each lesson, then given feedback. The results of the training show that elementary school teachers in Widodaren, still need this kind of training to improve their abilities in teaching English. The training has a high appreciation of effectiveness and efficiency because teachers are required to understand English language teaching for the daily progress.

Keywords : *enjoy learning English, fun learning, early age.*

Introduction

Today many elementary centers teach English as an additional content early. English is taught not only from the fourth grade as stated in the curriculum, but has been given since elementary school and even pre-elementary or kindergarten. On the one hand, this development is very encouraging, but on the other hand there are also concerns arising because there are allegedly still elements that need to be summarized and in its implementation including the techniques of learning English as a foreign language in these elementary centers. Many teaching techniques are carried out by English teachers who are not appropriate for the age of children. For example, there are still many teachers who teach English at the form level rather than content.

Others emphasize vocabulary or vocabulary learning by word-for-word translation method which most English teaching experts for children consider to be less strategic and unnatural.

Supposedly, learning English as a foreign language is expected to emulate, although it is not possible to be the same, the process of acquiring a mother tongue in which aspects of language authenticity and the naturality of the context must be two important steps. The latest Second Language Acquisition theories redeem and that the earlier children learn a foreign language, the faster they master it for reasons of better short and long term memory.

The less psychological pressure and intense interaction factors are strongly recommended to help children learn foreign languages. The purpose of this research activity is to help English teachers in elementary centers in Banyubiru Widodaren district to find, make and apply. English learning activities interactively and according to the age of the children. As a first step, the 20 participating teachers will be trained intensively by experienced trainers who are in the field of Teaching English to Young Learners. It is hoped that this activity can become a pioneer for further activities in the Banyubiru widodaren region, as well as other regencies / municipalities.

Review Of Literature

Learners for young children have different characteristics from adult learners. According to Harmer (2001) there are at least seven different learning characteristics of children from parents.[1] Among those traits is that children will respond to meanings even if they do not understand all the words as a whole. Children also tend to learn from the environment. They learn not only from what they hear and see but also from what they do. Besides that, children also have

---

[1] Harmer, Jeremy. (1996). The Practice of English Language Teaching with DVD (4th Edition) London: Longman Handbooks for Language   Teachers.

limited time for concentration. Given these differences, the treatment of children must also be different from the treatment of adult learners. Furthermore, according to Claire (1988) children learn by using all their five senses.[2]

Total physical response is a way that in some cases is good for facilitating children's learning. In order for the learner's goals to be achieved properly, a teacher is required to be able to create an atmosphere and conditions learning in accordance with the nature of children as mentioned above. In addition, he is also expected to be able to use interesting learning techniques in accordance with the world of these children. Brewster stressed the importance of selecting resources or learning resources for children. Among the learning resources that benefit children are songs, stories and games as well as crafting (skills).

1. Song Introduction and application of language elements in learning activities, students receive subject matter contained in the song from the teacher as an initial stage of the learning and learning process. The intended understanding is that students are able to understand the concepts of language elements through the song recognition process. While the purpose of the application is students are able to apply teaching material that has been received through the process of song recognition in communication. Before determining the choice of songs to be used, the teacher needs to make several considerations: First, the song is already known or liked by students. This can be known by means of, for example the teacher asking students directly about the songs they like or which music group they know, and so on. Second, the song must contain material to be taught, both language skills and language elements. Third, the song must have the nature and character that contains the achievement of learning objectives. This is

---

[2] Claire Hewlett, Hellen Ward, Judith Roden & Julie Foreman. (2004). Teaching Science in the Primary Classroom: A Practical Guide (Paperback). Paul Chapman Publishing A SAGE Publications.

important considering the method of learning and learning songs is more a learning strategy, not a learning goal. Mistakes in choosing it can interfere with the achievement of learning objectives. Fourth, the song must have a level of difficulty in accordance with the abilities of students. Erroneous song selection can result in ineffective learning process. Therefore, songs that are chosen are light and not too long. Fifth, the song must contain messages or grades that are appropriate to the age and maturity level of students. Erroneous song selection will result in the formation of the wrong personality.

After determining the songs to be used, the teacher can determine which language skills and language elements will be developed. This step is important because it relates to the type of activity or approach that the teacher will use in the teaching and learning process. Some examples of types of activities or approaches that can be used are drills. These are aimed at encouraging accuracy after students understand the meaning of words, phrases or sentences in the song and then are trained. The drill here is in the form of an oral drill, for example students have difficulty with the sound / ei / and / e /. They cannot distinguish between the words pain and pen or fail and felt. If so, the following learning activities can be done through listening practice or repetition drill. Listening practice, which compares the words in a song when it sounds similar. While the repetition drill is the teacher reading certain words in the song and the students say the words. Second, communication practice exercises aim at developing fluency. The principle that underlies this activity is students will learn how to communicate through the activities of communicating using the language elements contained in the song. This activity provides more opportunities for students to communicate after they listen to a song. When doing this activity students tend to make a lot of mistakes. But that does not need to worry. The important thing is students gain competence

and confidence to use language freely. If you want to correct mistakes, the teacher should do it wisely so that students stay motivated to learn.

2. Story According to Wright (1995: 3), the story in which contains a number of words, presents the experience man rich languages.[3] In addition, the story is also able to motivate, rich elements of language experience and inexpensive. Wright also distinguishes the term telling story from reading a story. Each of course has its own weaknesses and strengths. If the teacher reads a story, in the sense of reading a storybook out loud in front of students, then there are some advantages, for example the teacher does not need to learn the story, because he only needs to read it, then he also does not need to worry too much about making mistakes in English. But the minus side is that teachers often tend to read too fast and reading aloud can also trap teachers immersed in reading so that less pay attention to students. Meanwhile, with a telling story, students will feel the teacher giving something very personal. The teacher tells the story, open the book. But of course in order to do well the teacher must make good preparations so as not to make mistakes. According to Ellis and Brewster, story-based methodology includes: Story telling is a universal phenomenon, central to children s social intellectual and cultural development. Input of authentic language so that children are exposed to the true complexities and richness of the language in order to work out the meaning and how to work through opportunities to experiment a hypothesis. Memorable, child centered context from which language arises naturally. So language is a means to an end, rather than end in itself. Interesting and enjoyable content or themes which are motivating and developing positive attitudes.

---

[3] Wright, A. (1995). Story Telling with Children. Oxford: OUP. 40

3. Game Toth (1995 in May and Yu-Jung, 2000) defines game as an activity that has rules, goals and contains elements of pleasure. [4] Toth further divided the game into competitive games and cooperative games. [5] In a competition game students compete to be the first to achieve results or goals while in cooperative games students work together to reach common goals. The focus of the game is not on language accuracy but on communication. According to Richard et al (2002: 219) the game is an activity that contains elements: a particular task or objective; b a set of rules; c competition between players; d communication between players by spoken or written language. [6] Brewster et al (2002: 172) write that with games students can learn the language in a relaxed and pleasant atmosphere. Game can help teachers make students interested and involved in the teaching and learning process.

4. Crafting, trains students to develop their brain and motor muscles. According to Ellis and Brewter, Communicative approach refers to activity-based and frequent fans and the use of the following 3 types of activities: first is problem-solving activities such as identifying, matching, sequencing, prioritizing a classifying; second is interactive activities, such as making surveys, carrying out interviews and third creative activities, such as making masks, birthday cards, and so on.

Implementation

This activity takes the form of training which lasts for 3 days. The training material is designed based on the request of the school. The researcher only adjusts

---

[4] Mei, Yin Yong & Yu-jing, J., (2000). From using games in an EFL class for children. Daejin University ELT Research Paper. Fall, retrieved 20 February 2019.

[5] Ibid,

[6] Richard, J.C., Schmidt, R., Kendricks, H., & Kim, Y., (2002). Longman Dictionary of Language Teaching and Applied Lingistics.uk: Pearson Education.

the material needed by the school. The activity was carried out for two weeks, from 10 February to 20 March 2019.

A. Activity Process In general, the steps of research activities can be divided into four: analysis of problems and needs, submission of cooperation offers, implementation and evaluation. In the problem analysis phase and the needs of the researcher to find data and information from the community consisting of parents, PAUD teachers and the general public. At this stage the team identifies the problem and seeks an effort to help deal with the problem that arises. In the next stage, the PPM team submitted an offer of cooperation to the widodaren education office, especially the elementary and kindergarten sub-offices dealing with PAUD as well as looking for preliminary data about teachers PAUD in widodaren Regency that requires assistance.

From this process obtained a number of teachers who are interested in participating in this training. The third stage is the implementation divided into sessions namely opening, delivering basic theories of teaching English to children, followed by more applicative material namely learning through songs, stories, games, and skills. Research activity was closed with a performance or appearance of the participants. In the final stage they show the results they got during the training. During the implementation, various media were also used such as flash cards, picture stories, plasticizes, pictures, CD songs, folding papers and so on. The last stage is evaluation. This evaluation is divided into 2 types, namely asking for feedback from participants through questioners that are distributed and the second is an internal evaluation conducted by the researcher. In general the participants felt the real benefits of the IV training.

Discussion And Result

The implementation of reseach activities is intended to share insights and skills about learning English for children. The emphasis of this activity is on

activity-based learning interactive and fun supported by the use of songs, stories, games and skills.

A. Session 1: Learning English in Kindergarten This session will take place after opening. Acting as a speaker was the guest speaker. In this session, various things were discussed about learning English for children. Briefly presented the basis of foreign language learning theories for children. Also presented material about classroom English.

B. Session 2 Learning through songs and stories. This session explores the positive side of using songs and stories as a source of learning English for children. In this session there is a sharing process between participants as well as the trainer. Also explained and demonstrated the use of simple media in accompanying the use of songs and stories for language teaching. In the song session, participants enthusiastically learned techniques to teach English songs to young children as well as the movements that accompanied certain songs.

C. Session 3 Learning through crafting In this session participants received material and workshops on how to teach English through hand skills. Activities include: cutting, gluing, folding, shaping, cutting, drawing, coloring and composing. The teacher looks enthusiastic and enthusiastic in practicing.

D. Session 4 Learning through games In this session participants were introduced to various types of games suitable for early childhood, to teach English. These games include games that include gestures such as running, jumping, clapping, and spinning also games that are accompanied by songs. Types of games that were introduced were for example zipzap, race games, simon says games, and hello games

E. Session 5 Performance In the last session in groups the participants showed their new skills after participating in training, for example teaching with songs, stories, games and crafting

Conclusion

Based on the results of feedback obtained information that this activity is very relevant to the needs of the participants. They feel they have applied and useful insights and skills. In addition they also feel happy with the training techniques and methods applied during the training. The abilities that are trained and possessed by the participants are: Knowledge skills about how to teach English through songs, stories, games and crafting. Knowledge of how to find interesting and interactive learning resources.

References

Claire Hewlett, Hellen Ward, Judith Roden & Julie Foreman. (2004). Teaching Science in the Primary Classroom: A Practical Guide (Paperback). Paul Chapman Publishing A SAGE Publications.

Harmer, Jeremy. (1996). The Practice of English Language Teaching with DVD (4th Edition) London: Longman Handbooks for Language Teachers.

Mei, Yin Yong & Yu-jing, J., (2000). From using games in an EFL class for children. Daejin University ELT Research Paper. Fall, retrieved 20 February 2019.

Richard, J.C., Schmidt, R., Kendricks, H., & Kim, Y., (2002). Longman Dictionary of Language Teaching and Applied Lingistics.uk: Pearson Education.

Wright, A. (1995). Story Telling with Children. Oxford: OUP. 40