

TEACHER'S PERCEPTION OF ENGLISH LEARNING FOR CHILDHOOD

Nurul Fatonah¹

Universitas Garut

nurulfatonah@uniga.ac.id

Abstract

This research will investigate about teacher's perception of English learning for childhood. This research is conducted in four kindergartens in Garut with the teacher as the subject. This research aims in digging teacher's perception of the English learning. This research will use phenomenology research with descriptive interpretation towards English learning phenomenon. In this phenomenology research, the researcher describes nature based experience. The data were collected by interview, observation, and note of the field. Then the data were analyzed through the steps of phenomenology data analysis. The result showed that English is a necessary for Indonesian society. It happens because of globalization claim. In the application, English learning that has been done in kindergarten through song, greeting, or simple instruction and environment labeling by English language.

Kata Kunci: Teacher, English Language, Early Childhood.

Abstrak

Penelitian ini akan menyelidiki tentang persepsi guru tentang pembelajaran bahasa Inggris untuk anak-anak. Penelitian ini dilakukan di empat TK di Garut dengan guru sebagai subjeknya. Penelitian ini bertujuan untuk menggali persepsi guru terhadap pembelajaran bahasa Inggris. Penelitian ini akan menggunakan penelitian fenomenologi dengan interpretasi deskriptif terhadap fenomena pembelajaran bahasa Inggris. Dalam penelitian fenomenologi ini, peneliti menggambarkan pengalaman berbasis alam. Pengumpulan data dilakukan dengan wawancara, observasi, dan catatan lapangan. Kemudian data dianalisis melalui langkah-langkah analisis data fenomenologi. Hasil penelitian menunjukkan bahwa bahasa Inggris merupakan kebutuhan masyarakat Indonesia. Itu terjadi karena tuntutan globalisasi. Dalam aplikasi, pembelajaran bahasa Inggris yang telah dilakukan di TK melalui lagu, salam, atau instruksi sederhana dan pelabelan lingkungan dengan bahasa Inggris.

Keywords: Guru, Bahasa Inggris, Anak Usia Dini.

INTRODUCTION

English language is one of some aspects that is developed in the kindergarten. It because of language takes important role for children development" (Snow, 1983; Dwi, 2007). But as the characteristic of kindergarten grade, the learning that is done is a stimulus giving without any learning principles for children and inappropriate with the grade of children development.

Nowadays English learning begin introduced early. In Indonesia, the language that is introduced in formal education is territory language (mother tongue), national language, and foreign language. The kind of foreign language that is learned in each school is different based on the necessary. Most of the foreign language that is learned is English language. It because of English is international language. As the international language, English is used as a tool of international communication, neither written nor spoken. So, it is a necessity and claim to be mastered by everyone.

In Indonesia, English learning has been introduced from kindergarten. It happens in some kindergartens. The theory states that childhood are disposed faster in learning foreign language than adult. This second language theory is supported by some researches. The previous research has been done by Johnson and Newport. They did the research to immigrant from China and Korea which are lived in America. The result showed that childhood (3-7 years old) have ability in English language better than adult.

The point that claims Indonesian society to have foreign language ability is the issue of globalization and ASEAN Economic Community that has been prevailed. Globalization and MEA claim the society to have communication ability better in world society. Therefore, in some kindergartens, there are found some practices of English learning.

Based on the phenomenon, the researcher aims to focus on digging teacher's opinion about the matters that related with the English learning in kindergarten.

METHOD

This research is done to reveal the argument from kindergarten's teacher about urgency and implication from English learning early. Qualitative method is used in this research as the approach of the research. The objects of this research are the kindergarten's teachers from four kindergartens in Garut. The data were gained from open interview of the teachers. Then the data were analyzed through grounded theory, because this research use interview as the instrument of the research so it enable to the respondent give some and free answer. By grounded theory, the data from the open interview did not expelled and enable to present the new finding.

Instrument of the interview that is asserted cover the matters related with the teacher's experience in teaching English in kindergarten as follows. 1) How important English language for childhood?; 2) What is benefit of English learning for childhood?; 3) What is

the learning model that appropriate to teach English for childhood?; 4) What is the obstacle in teaching English for childhood?.

RESULTS AND DISCUSSION

It of interview that is conducted to the teachers who become research subject, it can be known that English learning can be done to childhood, but it is limited in short dialogue, greetings, and short sentences which are important. Some teachers state, it is important to teach English to the childhood because of the globalization claim. Where in globalization era, there are many things claim people to be able English.

The important materials in teaching English to the childhood are introducing the common words, common sentence, and common instruction. Introducing English has been done through labelling several things in around study room by using English.

How important English learning for childhood?

Some respondents say that English is important to be taught to childhood. But, other respondents say it is not too important if English is taught to childhood, because English is included into hard material for children in Indonesia. So, English can be taught later in basic school or junior high school.

From the result, researcher sees there are strong motivation from the teacher in order to children able to have multilingual especially English. Some people deem that have competency in foreign language will make easy in career.

The motivation that researcher meant is teacher supporting in learning process in order to children understand about English little vocabulary

“By learning foreign language early, children will have access larger towards foreign language and the culture. Therefore, children understanding and appreciation towards their own language and culture will increase. Beside it, children have more value if they enter in the work area”. (Musthafa, 2014).

Nevertheless, there is one respondent who sates that English learning is not too important for childhood. English learning is enough to introduce in basic school, and it is better if English learning is introduced in four or five grade of basic school.

For people who do not agree English is taught in kindergarten, they suggest in kindergarten grade autonomous learning is more important to be taught than subject or

material such as in formal education. In Indonesian education system, English learning may be taught in basic school grade. But, in 2013 English learning did not recommend by government. Thus, English is deleted in 2013 curriculum. The reason of this case is because of nationalism. So, in 2013 curriculum the learning time of Indonesian subject is added.

While, according to Lenneberg (1967), “an individual has important period (sensitive period) in mastering language fast and easy”. The period is in childhood, because children can catch the input easily. So, the input should be good information for children.

Appropriate English learning

The result of researcher’s interview with the respondent about the model or method that is done in teaching English for children through song, short greetings with children and labeling several things around by English.

Song is deemed effective in introducing English language. The songs that are usually taught are Cocomelon, ABC, and the others.

Song is usually easy to be memorized. Moreover if it connected with learning principle in kindergarten, the learning is done by using system of play and study. So the learning that is done is fun and enjoy learning.

Bumpass (1963, 132) states that “there are two factors which determine the success of using song in teaching foreign language to children as follows.”

1) The election song which can answer the emotional necessary of the student and interesting intellectually; 2) Lesson plan which use song in order to fulfill some requirement such as: fun, defend interest, can be used as tool to help pronounce new sounds, help vocabularies learning and new concepts through action and appropriate dramatization.

Paul has positive opinion about the using of song to foreign language learning for children. He states that song can give intact dimension in children classroom and facilitate children to remember the words, patters and expressions in a language naturally.

In the other words Matondang (2005: 134) states that “music and movement is a very success method if it is used in English learning process especially for children. Because music is art of arrange note or sound in sequence, combination, and temporal relation to produce composition which has unity and continuity (contain rhythm). And several note or sound rhythmical also called by song. Thus, music or song is a unity that cannt be separated and can be used as a medium in a learning process.

Beside song, short greeting is also done by teacher. Teacher usually greet children such as “hello”, “good job”, “thank you”, “be careful”. These sentences are said loudly and clearly.

According to Luundsteen, “in 2-6 years old children know 3000 vocabularies”. Furthermore, Christina (2010) states that “in 3-6 years old children are fastest in understanding English language, if they are habituated to express word or expression in English”.

According to Susanti (2002), “in English learning for childhood, method, technic, and model which is produced through story telling, role play, art and crafts, games, show and tell, music and movement, listen and repeat”.

According to Brewster (2002), “the benefit of English learning through song first: song is linguistic resource, song introduces new language so it can enrich language and vocabulary. The words in song lyrics help to increase children pronunciation ability. Second, song as affective/psychological resource is something fun and can motivate children in learning. The third, song as cognitive resource, it helps memory, concentration, and coordination. The forth, song as culture resource and social resource”.

Beside it, environment is also important sample which support in language learning (Neuman & Wright, 2014). It based on empiricism theory which state that environment is important factor in learning. Therefore, labeling several things around by using English is done.

Obstacle in teaching English for childhood

As a foreign language for Indonesian child, some words in English are difficult to be pronounced. So children are less fluent in pronunciation. Because most of the children can not read yet, so the important thing for children is able to pronounce, and teacher very understand about it.

According to Wijayatiningsih (2013), “the success of English learning process for childhood is influenced by many factors, those are: qualified teacher that is teacher who can give soul in teaching learning activity; medium and infrastructure; learning which is adequate and fulfil the requirement; appropriate, simple and interesting curriculum. Beside it, we need to understand that childhood are period game. So the appropriate approach should be created by a teacher in order to make learning process run well”.

CONCLUSION

Based on the result of this research, it can be concluded that English learning is a claim to Indonesian society, it because of English as international language. As international language, English is very needed for importance of communication in global world.

The process of English learning in kindergarten is through song, short greetings, and labeling thing around by English. Whereas, the obstacle in English learning is the difficulty in pronunciation. So it becomes consideration about English is introduced early.

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