

FUN ENGLISH INSTRUCTIONS

Santi Budiwati
SMP N 3 Metro Pusat
Email:

Abstrak

Belajar bahasa Inggris itu menarik , Kita bisa belajar keterampilan dan aspek bahasa diantaranya mendengarkan , berbicara , membaca , dan menulis . penerapannya di kelas membutuhkan guru kreativitas . Melalui instruksi aktif , inovatif , kreatif , efisien dan menyenangkan. Kami bisa mendorong siswa untuk belajar bahasa Inggris dengan penuh semangat . Aspek bahasa Inggris seperti , pengucapan , kosakata dan tata bahasa dapat diterapkan di kelas dalam situasi menyenangkan . Kita harus menjadi guru kreatif . Jika siswa termotivasi melakukan tugas, mereka akan melakukan mereka secara aktif . Sebagai hasil dari instruksi yang efektif dan efisien kita dapat memperoleh bentuk baik kegiatan siswa seperti yang kita mencapai apa yang kita inginkan. Dan sebagai target akhir pencapaian siswa dalam bahasa Inggris akan ditingkatkan . penelitian ini berbicara tentang bagaimana mengajar menyenangkan bahasa Inggris dalam keterampilan dan aspek-aspeknya .

Kata kunci : petunjuk , menyenangkan , keterampilan , aspek

A. INTRODUCTION

Conducting an enjoyable English Instruction needs teachers' creativity. The first thing we need when organising something is to get students involved, engaged and motivated. It is meant that something new is going to happen and the activity will be enjoyable, interesting or beneficial. At this point teachers will often say something as; “ Now, we are going to do this because....”, and will offer a rationale activity, students are to be asked to perform the skill. Students are not only doing something but also prepared to show their ability of the purpose stated. In fact, when students are asked to perform the ability, they look confuse. They are shy to

say the words, the utterances in English. They don't have any confidence to show their ability at the material which had been taught. Giving English Instruction to Young children needs patience, proper materials, suitable models of instruction which fit to their characteristic as Young Learners. It is important to get the level of the correct language and try to present instructions in a logical order and in such an unconfusing way as much as possible.

B. PROBLEM

Based on the statement above the writer has a question i.e; "How to conduct fun and enjoyable instruction?"

C. DISCUSSION

Young children, as Harmer¹ said, those up to the age of nine or ten, learn differently from older children in the following ways;

1. They respond to meaning even if they do not understand individual words.
2. They often learn indirectly than directly- that is they take in information from all sides, learning from everything around them rather than only focusing on the precise topic they are being taught.
3. Their understanding comes not just for explanation, but also from what they see and hear and, crucially, have a chance to touch and to interact with.
4. They find abstract concept such as grammar rules difficult to grasp.
5. They generally display an enthusiasm for learning and a curiosity about the world around them.
6. They have a need for individual attention and approval from the teacher.
7. They are keen to talk about themselves and respond well to learning that uses themselves and their own lives as main topic in the classroom.
8. They have a limited attention span: unless activities are extremely engaging, they can get easily bored, losing interest after ten minutes or so.

¹ Harmer, Jeremy. Fourth Edition, " *The Practice of English Language Teaching*. England: PEARSON LONGMAN p.82

The statement shows us that Children or Young Learners at age of ten and eleven needs attractive instructions to motivate them learning English. Good teachers need to provide a rich diet of learning experiences which encourages students to get information from a variety of sources. The students need to work individually, in pairs, or in groups which the activity develops good and affective relationships.

They need a plan that activities are having time period, flexible enough to move on to the next exercise when the students getting bored. The teachers need to understand students' thinking and need. They need to be able to pick up on their students' current interests, so that they can motivate the children.

Students need good oral skill in English since speaking and listening are the skill which will be used most of all at this age. Teachers ' pronunciation really matters because children imitate so well. Harmer² also said that once a decision has taken to teach English to young learners, it needs highly skilled and dedicated teaching. The statement inspired the writer to search for fun and enjoyable English instruction models i.e;

- a. Teaching Listening,
- b. Teaching Speaking,
- c. Teaching Reading,
- d. Teaching Writing,
- e. Teaching Grammar,
- f. Teaching Vocabulary

1) Teaching Listening

Listening skill is one of the basic skill when children learn a language. Children got their oral language ability from their environment; parents and siblings. By listening children learn the oral utterance in repetition at home.

The purposes of Listening skill are;

² *Ibid,*

- a) Listening to instructions and order to do something,
- b) Getting necessary information or answers,
- c) Having messages, news, and stories which is in oral text.

On conducting the Listening Skill teacher always gives clues or command at class to be grasped and done by students, i.e;

“ Listen students”

“ Come here and bring....”

”Can you close the door, please”

“ Don’t be noisy!”.

“Stand up”

“Sit down”

“ Look at page 10”

“Read and answer the questions”.

“ Listen and repeat”

“ Listen and do it”

“ Collect your worksheet”

“ You did a good job”

“ That’s correct. Good”

“Thank you for cleaning the board”

“ Good students”

etc.

Listening to a Story telling is an authentic activity which is popular among children. While the teacher is telling the story they have a fun and enjoyable listening activity. Teacher can train the children through simple dictation .

Moon dalam Suyanto³said;

“... In a foreign language situation, children will depend almost entirely on the school environment for input. So you, as their teacher, may be the only source of language, which makes your role in children’s language learning very important.”

³ Suyanto Kasihani. 2007.” *English for Young Learners*”. Jakarta: BUMI AKSARA, p.55

Based on the statement, teachers of young learners must say the words, utterances or sentences in correct stress, intonation, and spelling.

In order to help teachers apply Listening at class in ease ways, some steps below can be conduct at class;

- a) Make sure that you master the material before reading it at listening activity.
- b) Spell the material correctly, by looking at the dictionary how to pronounce it in internationally acceptable.
- c) If you find difficulty, don't be esitate to ask to the experts
- d) Allocate time to listen to text or news in English at radio, TV, and recording material read by the native speaker.

Listening can be applied at class through combination of; a) extensive and b) intensive listening material and procedures. Listening of those is important since the activity provides the perfect opportunity to hear voices instead of teacher's, enable students to acquire good speaking habits and can help them improve their pronunciation.

1) Extensive Listening

Extensive listening can have a great effect on students' language learning since teacher encourage students to choose what they listen to and do for pleasure and general language improvement. It usually takes place outside the classroom.

Material for extensive listening can be found from a number of sources. It can be in audio version on tape, audio tapes with copies of coursebook tapes, or tapes which accompany other books provided for the students level, and they can listen to tapes of authentic material provided.

Material of extensive listening will work effectively on groups' discussion, so teacher should have a collection of appropriate tapes which clearly marked for level, topic and genre. It is crucial to give students some tasks which the responses are recorded by students in personal journal.

2) Intensive Listening

Intensive listening vary on application at class such as; 1) intensive listening through taped material, 2) live listening.

Intensive listening through taped material

The activity of intensive listening is using of taped material, or teacher can increase the number of material on disk. Below are a number of advantages and disadvantages of taped material;

1. Advantages;
 - a. Taped material allows students to hear a variety of different voices (not only the teacher's voice). It will give students opportunity to meet others characters as the real dialogue which offers a wide variety of situations and voices.
 - b. Taped material is extremely portable and readily available.
 - c. Tapes material are cheap, the machines to play them are relatively inexpensive.
 - d. Provide a significant source of language in put.
2. Disadvantages;
 - a. Students is often difficult to hear well because of the big classroom without good facilities.
 - b. They cannot give listening activity based individual capability since every students has to listen the material at the same speed, a dictated speed by tapes not by the listeners.
 - c. They are less satisfactory because they cannot interact with the tape speakers.
 - d. The activity is not natural work.

2.Intensive listening 'live' listening

It is a popular way of listening activity at class where the teacher and/or visitor talk to the students. The advantages of this activity is students can interrupt speakers and ask for clarification, they can deduce what the speaker is talking about through their expressions, intonations or stress if the speaker is going too slowly or too fast. Live listening can be as follows;

- Reading aloud
An enjoyable activity, when done with conviction and style, is reading aloud to class. Students will hear a clear spoken version of written text, it will be an enjoyable thing for students if teacher prepared it as a big thing. It

can be done by teacher or by the assistance of a colleague.

- **Story telling**
It is provided an excellent material since teacher places the activity to ask students their prediction about what will be happened at the next stage of the story. They can be asked to describe people in the story or give comment on it.
- **Interviews**
Live interview is one of the most motivating listening activity, especially when the students imagine the questions. Students prefer to answer questions which asked for them rather than adopting other people's questions. If it is needed we can invite a stranger to come to listening class to be interviewed, or the visitor can interview us.
- **Conversations**
We can persuade our colleague to come to listening class and discuss variety of topic in English, students will have a chance to watch the interaction as well as listen to it. We can also performe a storytelling by role playing.

2) Teaching Speaking

Speaking activity for children needed good plannings. It is because children may respond, encourage to give idea and are not ashamed to make mistakes or errors in applying the target language. An activity that force or reinforce students to speak shows us that they are willing to speak English. The activities below can activate students speaking as;

- a. Simple Dialogues which getting difficult i.e;
Do you like...? Yes, I do
No, I don't
- b. Conversation that involved the whole class where the students have to speak as;
S1 : Do you like tea?
S2: No, I don't
S1 : What do you like?
S2 : I like juice
- c. Self Introduction

Each students introduce at class one by one giving factual information

d. Classroom language

Giving instruction to class and drill students the utterances, give correction when a student makes wrong pronunciation. For students who has been three years learning English, teacher can give longer dialogs to be trained. Students are having chances to substitute the words depend on the class situation.

e. Role paly or Situational Dialogs

Students of Fifth or Sixth Grade can be trained to speak through Role Play in simple situation, i.e; two students play as customers of ice cream and a student plays as an ice cream seller. Speaking activity can be started by spelling , a short dialog, and others more complex activity.

f. Talk about food, hobby and family.

Teacher in thes session asks students to sit in a circle then make dialog about food, hobby and family i.e;

A :What do you like?

B : I like fried chicken. What do you like?

C : I like ice cream. What do you like?

etc.

g. Songs

Singing a song is fun and interesting. Teacher can give a song in English Instruction. Teacher sings the song first, then asks students to repeat teacher reading the sentences with the correct pronunciation, students in chorall doing repetition each line, after that, teacher asks students to repeat singing the song. Finally students are asked to sing the song in groups, in pairs on individually.

C. Teaching Reading

a. Reading aloud

The activities are planned to train students pronounce the words, phrases, and sentences in correct intonation, stress, and spelling. Reading aloud usually through” **Look and Say**” technique.

b. Silent Reading

The activity is done for grade 5 or 6. Silent Reading trains students to comprehend the text. The students have to focus to grasp the content of the text. They have to read silently, ask students not to move their lips or making voices. After 5 to 10 minutes reading, students are asked to answer some questions based on the text. Students can answer the questions orally or in written text.

c. Reading Comprehension

The activity tends to train students to get information from the text. The purpose of the activity is to get information, so to know the students understanding of the text teacher usually asks questions about the context. The answer can be in written or orally. The activity is integrated to Speaking if the answers are orally, or to Writing by asking students to do copying (rewrite) some specific sentences from the text.

d. Independent Reading

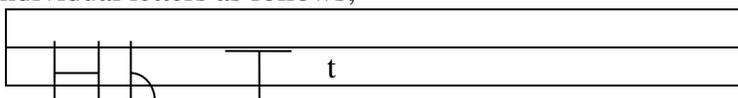
If students are able to read aloud, read silently and read for comprehension they can step to independent reading, the students have to get the meaning of words through context. After reading, they can be asked to retell the text or make a short summary.

D. Teaching Writing

Written text has a number of conventions which separate it out from speaking. There are issues of letter, words, and text formation which created by handwriting, spelling, layout and punctuation.

a. Handwriting

The orthography of English are very different from the Bahasa so, students often meet some difficulty to write the words, phrase or sentences. We have to give some special training and practise in the formation of individual letters as follows;



b. Spelling

Wrong spelling can adversely affect the reader's judgement. So, students are encouraged to write correct spelling. It is difficult because of the correspondence between the sound of a word and the way it is spelt is not always obvious. The facts that not all variety of English spell the same words in the same way. To help them, we can ask them to focus on the spelling and read especially reading extensively.

c. Layout and punctuation

Different writing communities obey different punctuation and lay out conventions in communications such as letters, reports, and publicity. So, students need to know the lay out and punctuation in English well. Different genre of writing are laid out differently. It is also different in news articles. If we want our students successful as writers in our own or another language, we need to be aware of the lay out and punctuation, use or modify them appropriately in order to make our message we write as clearly as we can.

Below are some types of writing sequences at class;

1. Copying

Teacher writes words, phrases, or sentences on the board and students copy them. Copying from the written models is one way to make students raised their spelling consciousness

2. Guided Writing

The activity called Fill in Exercises which can be applied to master vocabulary or grammar. It is done by dictation the answer to fill in, or by completion with their own words as;

I like... and..., I don't like..., I hate... but I love..... The other activity is writing a letter to a friend at class. Students are guided to write true words, phrase or sentences by filling the blank in a letter.

3. Substitution Writing

Writing activity can be rewrite a sentences or a text, but there some words/ sentences substitute with the same words/ sentences based on the real situation, i.e;

Bali is a beautiful island



Ambon = Ambon is a beautiful island

4. Free Writing

Free writing needs mastery of Grammar and Vocabulary. Although, the activity is about free writing but teacher still has to give direction and help to students. Teacher can give the beginning sentences then students continue writing through media as clue cards or pictures.

D. Teaching Grammar

1. Introducing Grammmar

Students learn to make sentences using the present simple in the third person singular. They have already learnt how to say affirmative and negative sentences in the first and second person (e.g I like ice cream, You don 't like bitter gouts).

Teacher holds up a number of flashcadr and elicits the words dog, gets up, doorbells, car, uniform, a lot of money. Ask the students to say those words chorally and individually before doing a quick cue- response drill using the different picture as prompts. We can use OHT or LCD even drawn on the board.

Show students a picture of a famous actrees or actor, ask them what the one's job is, elicit as many e answer as possible. Tell the students person's activity everyday as follows;

She /He doesn't like dogs

She/He gets up early

She/He doesn't drive a car

She/He rings doorbells

She/ He doesn't have a lotof money

She/He wears uniform

2. Practising Grammar

Title : Where am I

It is designed to get students making sentences using the present continuous. It has a slight game element because the other students have to guess what the speaker is talking about. Ask students to think about the place they'd really like to be (e.g. a beach, in the field, at the garden,etc).

They don't have to tell their choice to others, then tell them to imagine they are in the place and ask them to look around and write three things that they can see using the present continuous tense.

Examples : A lot of people are shouting. A man is blowing a whistle, Someone is kicking a ball.

While students are doing the task, teacher can go around monitoring their progress and giving suggestion or prompting students who can't think what to write. Ask one student to come in front of the class, read out his or her sentences and then say "Where am I?" The other students try to guess.

3. Grammar Games

Teacher provides two sets of envelopes, each numbered 1-12. In each envelope there are the words that make up a sentence. Both envelopes marked 1 will have the same words cards, and there will be two envelopes for sentence number 2 and number 3, etc. The teacher then writes the number 1-12 on the board twice, once for each team. The two piles of the envelopes are put at the front of the class. A student from each team comes up and select the envelope (They don't have to choose them in order), and takes it back to the team.

Then the team have rearranged the sentence and written down on a piece of paper that what they think it should be, they cross off the relevant number of the envelope on the board. The first team to finish gets two bonus points. The teacher then looks at the sentences they have written down and each team gets a point for each correct sentences.

E. Teaching Vocabulary

1. Introducing Vocabulary

Teacher starts by showing or drawing pictures, or miming the actions. The words are carefully modelled, and the teacher may well conduct a rapid cue- response drill where she points to a picture or mimes the action and then nominates a student to say; walk, climb, bow, etc. Students then asked to put the correct verb in the sentences. These can be projected or written on the board, provided that the students can still see the pictures. It can be done by the whole class or in pairs. If the students have finished the task, teacher can go through the answer, making sure that the students' pronounce the words correctly.

2. Practising Vocabulary

Title : Words Map.

Word maps are an extremely engaging way of building up vocabulary knowledge as well as provoking students into retrieving and using what they know. In this sequence, the students are going to work on aspects of houses and things in them.

We start by putting the beginning of a map on the board. Students then come to the board and add some rooms to the diagram. Ask students to make groups and allocate one room per group, students are asked to fill up the map with the words, they are allowed to look for words in dictionaries, while they are doing the task we walk around monitoring their progress, giving help or prompting them. Once the words map is complete, we ask students to say the words correctly before going on to ask them to describe their favourite room at home or have a discussion why people don't put TV in the bathroom, or fridges in the bedroom. We can give students a picture or plan of an empty room and ask them to decide what to put in it.

3. Vocabulary Games

Title : Snap!

This game is particularly useful for simple word-meaning recognition. It can be played in pairs or groups. Two students have a pack of cards each. One

pack has pictures, the other has words which related to the pictures. The students deal their cards, putting down each cards at the same time as their partner. When a picture matches the words card put down at the sme time, the first person to say Snap! keep the pair of cards.

The object of the game is to collect as many pairs as possible.

D. CONCLUSION AND SUGGESTION

a. Conclusion

English as like other language has skills i.e; listening, speaking, reading, and writing. It also has aspects; Grammar and vocabulary. Giving instruction to children should be fun and enjoyable, they are involved in the activity subconsciously through meaningful activity that has correlation with the characteristic of young learners; **learning while playing**. Creative teacher will make the class activate, innovate, creative, effective and fun. The activities in this paper are examples of Learning English for Children, there are more activities which provided in printed or at internet talking about English for Children.

b. Suggestion

As a teacher of English for Young Learners it is better to prepare the material and media before conducting the instruction at class. Choose the material which involved student in the activity, the pictures of it are attractive and colorful. The material should be from the easy one to the more difficult and move on to the highest level. It is better if we teach one metre in width, but one hundred metres in depth than one hundred metres in width, but one metre in depth. Doing repetition is better because at their age imitation is well.

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