

## **GUIDANCE OF TEACHING ENGLISH TO YOUNG LEARNERS (TEYL) FOR EARLY CHILDHOOD EDUCATION TEACHERS AT AD DHUHA KINDERGARTEN OF JEMBER**

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### **ABSTRACT**

This study aims to find out how the application of English teaching guidance to young students (TEYL) for early childhood education (PAUD). This study on community service has been implemented in TK Ad Dhuha Kabupaten Jember, East Java. Community service is done because of the unity of National Park commemorate National Education Day (NED). The method used in this research is observation, interview, and presentation between writer and audience about the technique of guidance on the implementation of teaching English to young students (TEYL) for teachers of Early Childhood Education in Ad Dhuha Jember Kindergarten. There are 24 teachers collected from 4 kindergarten schools consisting of 1 male and 23 female. The results of this study are: (1) the writer knows the teacher's ability to teach English in Ad Dhuha kindergarten, (2) The writer knows the teaching-learning method used by teachers for their children, (3) The teachers can develop teaching methods that have been learned during the training in community service at Ad Dhuha kindergarten.

*Keywords: early childhood education teachers, kinds of teaching EYL, ad Dhuha kindergarten.*

### **INTRODUCTION**

The development of the world of education is increasingly advanced as it sees in terms of multimedia learning with a variety of new methods and theories used by educators or teachers, especially for educators who teaching English lessons at Kindergarten and Primary school. English subjects need to be implemented early on, though the 2013 Curriculum stated that English is only local content for Kindergarten and Primary school. Despite the demise of children entering Early Childhood Education (ECE) Programs, their school must prepare all the students to need, from professional teachers, facilities, and infrastructures

of teaching, no exception of English lessons in early childhood education programs school.

In East Java, teaching English to young learners has been steadily growing in recent years. Many parents believe that by studying English from the early stage, their children will get a better future. They believe that by introducing English to their children as early as possible, it will bring their children to have a better life. In Jember East Java, some Kindergarten put English in their curriculum although in early childhood education new curriculum, for example, the 2013 curriculum, do not include English as their attention, every kindergarten has its own authority to expand their curriculum. Some kindergarten such as Amanah kindergarten, ABA kindergarten, Ibu Shina kindergarten, Pelangi kindergarten, and Ad Dhuha kindergarten, and more put English as one of their subjects.

Based on the survey in the field there are some problems faced by Kindergarten teachers or early childhood education teachers are most of them are not graduated from English Education Department, but they are graduated from Early Childhood Education Program (PG. PAUD) and some of the teachers are graduated from other majors such as S1 Math, Biology, *Bahasa Indonesia* and basic education. Therefore, they do not have enough knowledge about teaching English to young learners (TEYL) in their Kindergarten School.

Hence, the writer will convey the guidance and techniques of Teaching English to Young Learners (TEYL) in Early Childhood Education Ad Dhuha Kindergarten School Jember, it is expected that teachers who follow TEYL guidance and teaching techniques well and ready to master a variety of TEYL teaching techniques even though they do not have a background of English education, so that later on they can practice TEYL teaching techniques in the class and their children will be happy during the following English lesson.

This paper aims to give teachers the understanding and guidance techniques of TEYL, in such a way that they are more equipped in their teaching practices, so that English learning in Early Childhood Education (ECE) programs are more effectively, therefore the writer tries to answer the research question; "Does teaching English to young learners' guidance provide solution for Kindergarten teachers?"

## **LITERATURE REVIEW**

### **Characteristics of Children**

Regarding this, some experts in second/foreign language teaching have illustrated the characteristics of children and children's cognitive development as follows: Scott (2001:89) and Musthafa (2000:34) assert that children in preschool or primary setting in generally learn by way of physical activities (learning by doing). This means that they learn through hands-on experiences and through

manipulation of objects in the environment. Harmer (2007:67) states that children's understanding comes not from the explanation, but from what they see and hear, and crucially, have a chance to touch and interact with.

Regarding this, therefore, an EYL teacher has to pay attention to; first of all, he has to avoid grammar explanation and rules stated in abstract terms; and he has/she to repeat difficult concepts and pattern more often than that of teaching adults. Moreover, language needs to be context-embedded. Language in abstract, isolated, unconnected sentences will be much less readily tolerated by children mind (Brown, 2001:90). Another characteristic is that children need to have all five senses stimulated. The activities should strive to go well beyond the visual and auditory modes an EYL teacher has to project hands-on activities to go along toward helping children internalize the language.

According to children intellectual development, Jean Piaget (1964:21), a Swiss psychologist, states that there are four stages of intellectual development. All children go through identifiable stages of cognitive development: (1) Sensorimotor Period (birth to approximately two years), in which children tend to explore the world physically and grasp things; (2) Pre-operational Thought (approximately two to seven years old). This stage marks the beginning of language and vocabulary, and also the first learning of “good” and “bad”; (3) Period of Concrete Operations (approximately seven to eleven years) when children need reference to familiar actions, objects, and observable properties; and (4) Formal Operations (approximately eleven to fifteen years) when children can reason with concepts, relationships, abstract properties, axioms, and theories.

### **Teaching English for Young Learners**

One main reason for teaching English to young learners is the convenience of their age for language acquisition. The belief that “younger is better” and children learn much more quickly and efficiently is generally appreciated by many especially by the supporters of Critical Period Hypothesis. Another reason for the popularity of teaching English to young learners is because it is a lingua franca today, it means a common language used for communication between two people whose languages are different (Harmer, 2007:47). Thus, parents want their children to learn English as early as possible so that they will be able to benefit from English as an important part of their academic in the future. Seeing children with good ability in English give many benefits.

Teaching young learners is by no means the same as teaching adults. In teaching young language learners, Pinter (2006:102) points out a number of reasons why children can benefit from learning a foreign language. It can develop children's basic communication abilities in the language. Communication abilities need to stimulate as early as possible. Teaching English also encourages

enjoyment and motivation for language learning especially when it is in fun way. In addition, children can also promote learning about other cultures and develop children's cognitive skills as well as developing children's metalinguistic awareness. Learn language means learn about the culture.

Children are born with a natural appetite and interest for learning, and their desire to learn should be fueled when they begin school (Cameron, 2001:167). Teachers have the most important roles in creating an encouraging emotional atmosphere in the classroom. Different activities will support a statement. Teachers have to be creative in order to make a fun and interesting atmosphere in their class. Cooperative rather than the competitive atmosphere (especially including a winner and some physical reward) works better with young learners (Scott, W. A., & Ytreberg, L. H. 2001:203). The students should feel that they are winning and having fun altogether. Yet, this should not be understood as enjoying with little learning. The motto should be learning by enjoying. Children especially have fun with movement and physical participation, and the more fun the students have the better they will remember the language learned (Shin, J. K. 2006:145). As Scott, W. A., & Ytreberg, L. H. (2001:302) emphasize that the children understanding comes through hands and eyes and ears, and the physical world is dominant at all times.

## **RESEARCH METHOD**

The method used in this research is observation, interview, and presentation between writer and audience about the technique of guidance on the implementation of teaching English to young students (TEYL) for teachers of Early Childhood Education in Ad Dhuha Jember Kindergarten. The community service training already implemented in Ad Dhuha Kindergarten Jember in 2017/2018 academic year. The community service was conducted cause by the unity of kindergarten commemorate National Education Day (NED), so they invited the writer to fill the event. Therefore, the writer prepared about the implementing guidance techniques of teaching English to a young learner (TEYL) for Early Childhood Education teachers in Ad Dhuha Kindergarten Jember district of East Java.

There were 24 teachers gathered from 4 kindergarten schools, they are Amanah kindergarten, ABA kindergarten, Ibu Shina kindergarten, Pelangi kindergarten and Ad Dhuha kindergarten which consist of 1 male and 23 female. To conduct this study, the first, the writer asks the teachers how current teaching English in their kindergarten Jember. The second, the writer gave the explaining a theory of teaching English to a young learner (TEYL) for teachers practice. The third, the writer asks the teachers to practice about the teaching English to a young

learner (TEYL) one by one in by the following schedule at Ad Dhuha Kindergarten Jember district of East Java.

## **FINDING**

### **Kind of Teaching Techniques of Teaching English To Young Learners (TEYL) For ECE Teachers**

Here are some kinds of teaching techniques of teaching English to a young learner (TEYL) that can be used and selected by the kindergarten teachers or early childhood education teachers, there are:

#### 1. Listen and Repeat

Techniques *listen and repeat* can be implemented in learning listening, speaking, or reading. This listens and repeats activity can start by asking students to mimic the words and then imitate a phrase and then mimic a simple sentence. For examples: *Orange – an orange.*

There is an orange on the table.

Teacher: Listen and Repeat

it's a dog

Student: it's a dog

Teacher: it's a cat

Student: it's a cat

#### 2. Listen and Do

Examples :

Teacher: "*Stand up, please*" (Students stand up)

Teacher: "*Sit down, now*" (Students sit down)

Teacher: "*Open your book!*" (Students open his book)

Teacher: "*Put your pencil under the book!* "

(Students put a pencil under the book)

This activity is an application of a language learning method known as TPR (*Total Physical Response*). The teacher trains the student to understand his or her command and the student demonstrates his understanding by doing what the teacher says correctly.

#### 3. Question and Answer

The *question and answer* technique is a very well known technique in any class. For the initial level, activities can be done with teachers starting to ask questions and give examples of answers. Then the students imitated, after which the teacher asks, and ask the students to answer. This technique can be applied to learning listening and speaking. Before answering questions, students should listen and understand the question.

In this technique, certain sentence structures can be applied, for example, sentences with familiar vocabulary.

*Question: "Are you ....."*

With the songs “*Are you sleeping?*”, The teacher can train the question sentence with the answer. *Yes, I am* or *No, I'm not*.

For Example :

<b><i>Question</i></b>	<b><i>Answer</i></b>
<i>Are you sleeping?</i>	<i>No, I'm not.</i>
<i>Are you sleeping?</i>	<i>Yes, I am.</i>
<i>Are you cooking?</i>	<i>No, I'm not.</i>
<i>Are you cooking?</i>	<i>Yes, I am.</i>
<i>Are you studying?</i>	<i>No, I'm not.</i>
<i>Are you studying?</i>	<i>Yes, I am.</i>

#### 4. Substitution

In applying this technique, the teacher removes or deletes one part of the sentence and asks the student to replace in other similar words. This *substitution* technique can be applied in learning listening, speaking, vocabulary addition, and grammar. To apply this technique, teachers can use tools such as flashcards, flip cards, posters, or real objects (realia).

One of the important things that teachers need to remember is that in applying *substitution* techniques, this teacher is a mechanical drill. Little by the little drill of this kind is reduced and replaced with a communicative drill for learning and language training becomes more meaningful.

For examples: It's a *Dog*  
*Horse*  
*Cat*  
*Cow*

#### 5. Draw and Colour

For Early Childhood Education students, kindergarten or grade 1 students, those activities can be augmented by drawing and coloring activities after they get to know some words, objects, and colors, such as rabbit, carrot, orange, and green. The images given can be adjusted to what the student likes or what they have. Similarly, color is adapted to the context of the reality that exists in the real world. For examples: *Draw a carrot. It is orange.* (Students draw and color)



6. Listen and Identify

Teachers can train students to two similar sounds in an interesting way, for example with "minimal pairs" for certain vowels and consonants.

*Vowel example :*

(1)	(2)
<u>cat</u>	<u>it</u>
<u>pen</u>	<u>pan</u>

When the teacher pronounces *cat*, students identify *one*, if the teacher pronounces *it* students mention *two*. It can be done several times so that students will know and can distinguish two vowel sounds are almost the same.

*Consonant example:*

(1)	(2)
<i>pig</i>	<i>big</i>
<i>coat</i>	<i>goat</i>

The teacher says / *p<sup>h</sup>ig* /, the student calls the number "one" (one), if the teacher says / *big* /, the student says "two" (two). In the English language, the exercises identify sounds as important because different speeches can mean little else.

7. See Differences

Train students to observe, to find similarities and differences between two objects or images. This kind of activity to train precision and is a fun activity for students kindergarten or elementary school. Then to prove the results of his duties, students are asked to write his findings. This activity should be done in pairs or small groups and students can help each other. For examples: Activities looking for the 5 differences that exist in the following pictures. Teachers can help with questions.

*How many butterflies?*

.....  
.....  
.....  
.....  
.....

*How many flowers?*

.....  
.....  
.....  
.....

8. In-Pair Activities (In-pair)

Activities undertaken by students in pairs or together can train students to interact and communicate. This activity will trigger students to interact and

learn to respect the opinions of others. The activities done in pairs, students practice until they are really ready to interact or ask questions about a thing. This paired activity can be either question-answer or complete a sentence or an answer to a problem.

For example:

*Student A: May I use your pencil?*

*Student B: No, I'm sorry.*

*I only have one.*

### **The Community Service Activity**

Those 8 methods of teaching English to young learners have been practicing in the classroom during community service activities by 8 from 24 teachers; this is the following schedule:

#### **Day 1. Giving the explanation about 8 teaching methods**

<b>NO</b>	<b>TIME</b>	<b>ACTIVITY</b>	<b>EXPLAINING</b>
1	07.00-08.00	Registration	Committee
2	08.00-09.00	Opening Ceremony	The headmaster of Ad Duha Kindergarten
3	09.00-11.00	Presentation Session 1	1. Listen and Repeat 2. Listen and Do. 3. Question and Answer 4. Substitution
4	11.00-12.00	Question & Answer	All Participants
5	12.00-1.00	Break	Having lunch and Praying
6	1.00-3.00	Presentation Session 2	5. Draw and Color 6. Listen and Identify 7. See Differences 8. In-pair activities
7	3.00-3.30	Question & Answer	All Participants
8	3.30-4.00	Closing	Committee

**Day 2. Teaching practice**

<b>NO</b>	<b>TIME</b>	<b>ACTIVITY</b>	<b>EXPLAINING</b>
1	07.00-08.00	Registration	Committee
2	08.00-09.00	Opening Ceremony	The headmaster of Ad Duha Kindergarten
3	09.00-11.00	Teaching practice Session 1	Teacher 1 = Listen and Repeat Teacher 2 = Listen and Do. Teacher 3 = Question and Answer Teacher 4 = Substitution
4	11.00-12.00	Evaluation	All Participants
5	12.00-1.00	Break	Having lunch and Praying
6	1.00-3.00	Teaching practice Session 2	Teacher 5 = Draw and Color Teacher 6 = Listen and Identify Teacher 7 = See Differences Teacher 8 = In-pair activities
7	3.00-3.30	Evaluation	All Participants
8	3.30-4.00	Closing Ceremony	The headmaster of Ad Duha Kindergarten
9	4.00-4.30	Closing	Committee

**Participants**

<b>NO</b>	<b>NAME</b>	<b>NO</b>	<b>NAME</b>
1	Siti Zulaikhah, S.T	13	Wiwin Astutik
2	Eva Purwandari, S.Pd	14	Novia Yuliana Pamungkas, S.Ap

3	Zahrotul Warda	15	Indri Hapsari
4	Dwi Satriastuti	16	Siti Mutmainnah
5	Siti Zainab	17	Agustin Nugraini
6	Nurul Hidayah	18	Marwiyatus Sholehah
7	Siti Fatimah	19	Lilik Ikrimah
8	Sri Wahyuni	20	Fatimatuz Zahro
9	Nizma Yuraidah, S.Pd	21	Heni Yunita
10	Aprining Rinawati, S.E	22	Erlin
11	Mierza Evita Rachman, M.T	23	Irin Kusumawati
12	Citra Asih K.P, S.Sos. I	24	Nugroho Edie Santoso, S.E

Headmaster of Ad Dhuha  
Kindergarteen Jember,

**Siti Zulaikhah, S.T**

The result of EYL guidance and instructional techniques are: (1) Give examples of some techniques for teaching English for children, (2) Describe some ways to practice the oral language of children, (3) Selecting appropriate teaching techniques for specific learning. The result of community service is expected to contribute to Early Childhood Education (ECE) programs or Kindergarten teachers to implement EYL methods in teaching English for Early Childhood Education (ECE) in their Kindergarten School. Hopefully, those children are easier to learn English with attractive methods and practice directly.

**DISCUSSION**

The implementation of guidance teaching English to young learners (TEYL) by kindergarten teachers or Early Childhood Education (ECE) teachers in Ad Dhuha Kindergarten Jember district of East Java was running well based on the table above. The study conducted in the first day is observation and an interview, and the second day is presentation between writer and audience about

the 8 technique of guidance on the implementation of teaching English to young students (TEYL) they are: (1). Listen and Repeat (2) Listen and Do (3) Question and Answer (4) Substitution (5) Draw and Color (6) Listen and Identify (7) See Differences and (8) In-pair activities. There were 24 teachers gathered from 4 kindergarten schools which consist of 1 male and 23 female are followed the explanation from the writer on the first day.

Next day, after completion of EYL guidance and teaching techniques explained by writer the way and method of teaching English to young learners in Ad Duha Kindergarten Jember, the teachers practice directly with the guidance of the writer how to teach English in front of the class using EYL teaching techniques and method, the teachers practice in front of class one by one by choosing one of the methods that have been learned.

The next season is peer teaching, kindergarten teachers teaching practice collaboratively among them by using choosing 1 from eight kinds of TEYL teaching techniques in the class. When the teacher teaches English in front of the class, the other teachers evaluated and giving corrective feedback after the teacher taught them for 25 minutes. The children should feel that they are winning and having fun altogether. Even though the children should not be understood during learning English, but they enjoyed with little learning. The motto should be learning by enjoying. Children especially have fun with movement and physical participation, and the more fun the children have the better they will remember the language learned. The teachers emphasize that the children understanding comes through hands and eyes and ears, and the physical world is dominant at all times.

One main reason for teaching English to young learners is the convenience of their age for language acquisition. The belief that “younger is better” and children learn much more quickly and efficiently is generally appreciated by many especially by the supporters of Critical Period Hypothesis (CPH). Another reason for the popularity of teaching English to young learners is because it is a lingua franca today, it means a common language used for communication between two people whose languages are different.

## CONCLUSION

Based on the results of community services above, there are two outcomes that can be concluded; *the first*, the teachers and learners of English learners (TEYL) with the aim of making the students enjoy learning English. *Secondly*, there are three findings from this community service activity: (1) the writer knows the teacher's ability to teach English in Ad Dhuha kindergarten, (2) The writer knows the teaching-learning method used by teachers for their children, (3) The teachers can develop teaching methods that have been learned during the training in community service at Ad Duha kindergarten.

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