

FUN ENGLISH TO INCREASE VOCABULARY AND MOTIVATION FOR KINDERGARTEN CHILDREN OF SANTA RITA CASSIA, KEFAMENANU-TTU

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Abstract: *Community service was done as a concrete implementation of NTT Provincial Governor Regulation No. 56 2018. Following the adoption of the regulation, the team considered that it was necessary to promote the importance of English for the NTT community, especially for young children. As a Lingua Franca, English plays an important role; yet English language teaching is currently limited to lessons in class only without the assistance of its usage outside the classroom. The team believes it was a need to carry out a community service movement such as teaching that was more focused on the use of English language skills as early as possible in a fun way. Introducing English in a fun way to children from an early age is expected to improve their motivation in learning it. The method of implementing this community service was a teaching method in fun way by using children's songs and picture cards. This community service activity was done face-to-face and ran well and smoothly.*

Keywords: Fun; English; Vocabulary; Motivation; Kefamenanu

Abstrak: *Pengabdian kepada masyarakat dilakukan sebagai tindakan nyata implementasi Peraturan Gubernur Provinsi NTT No. 56 2018. Menyusul disahkannya Pergub tersebut, tim pengabdian masyarakat menganggap perlunya sosialisasi tentang pentingnya bahasa Inggris bagi masyarakat NTT, khususnya bagi anak usia dini. Sebagai Lingua Franca, bahasa Inggris memegang peranan penting, namun pengajaran bahasa Inggris saat ini terbatas pada pelajaran di kelas saja tanpa bantuan penggunaannya di luar kelas. Tim pengabdian masyarakat menilai perlu dilakukan gerakan pengabdian masyarakat seperti pengajaran yang lebih menitikberatkan pada penggunaan kemampuan bahasa Inggris sedini mungkin. Memperkenalkan bahasa Inggris dengan cara yang menyenangkan kepada anak sejak dini diharapkan dapat meningkatkan motivasi mereka dalam mempelajarinya. Metode pelaksanaan pengabdian masyarakat ini adalah metode pengajaran dengan menggunakan lagu anak-anak dan flashcards yang dipandang sebagai cara yang menyenangkan dalam negajar Bahasa Inggris kepada anak-anak. Kegiatan pengabdian kepada masyarakat ini dilakukan secara tatap muka dan berjalan dengan baik dan lancar. Tim berharap pengabdian masyarakat ini dapat meningkatkan motivasi anak-anak untuk belajar bahasa Inggris.*

Keywords: Pengajaran; Bahasa Inggris; Kefamenanu

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I. Introduction

Language plays an important role in our daily lives because of its function as a tool or medium to express ideas, thoughts, and feelings. In this era of globalization, the role of English is considered very important as the language of instruction for international communication throughout the world. This has resulted in stakeholders in the education field including English in the curriculum as one of the subjects that should be studied at the junior and high school level.

Language learning is viewed as successful if students can use that language in their conversation (Indrawati, 2016). English, which is seen only as a foreign language in Indonesia, creates problems in teaching English in the classroom such as lack of motivation. Motivation of learning is considered as one of the important factors affect the language learning (Tuyen and Loan in Pale and Wisrance, 2021). The students tend to assume that English is hard to learn. The reason is because of differences in grammar. As a result, students skip class. When they attend class, the reason is not that they want to learn English, but maybe because they are afraid of being scolded by the teacher or being absent at the time. In addition, many of the students may not pay attention during the teaching and learning process because they talk to classmates while the teacher is explaining.

Insufficient time is another problem in learning English in the classroom. Class time is often brief. Usually, the class is held once or twice a week, an hour or two each day even though there are many materials to be studied by students.

Lack of facilities is the next problem. Various English learning media such as pictures, flashcards, computers, or language laboratories are still limited. Whereas, the media play an important role during the teaching and learning process because the media can represent elements in the real world that function as tools to understand and explain reality for students. In other words, media help to turn something complex into something simple. For example, when the teacher wants to teach about animals, it is rather difficult for students to understand only with words, so the presence of the media is necessary during the teaching and learning process. So, if the teacher does not use the media, it will be difficult for students to understand the material provided.

To overcome these problems, here are views or alternatives solutions. First, English teachers must possess knowledge obtained through formal education such as college or non-formal education such as courses and seminars. Second, the use of media such as books, teaching aids, and other facilities are needed to support the success of the English learning process in the classroom. Moreover, (Wahyuni and Tantri, 2019) propose that the use of technology-based learning media can trigger students' motivation to learn English. Third, deciding English is not only a compulsory subject in school but making it a necessity. Last, growing students' love for English to foster their interest in learning the language.

Learning has an important meaning in the world of education. (Houwer et.al., 2013) defines learning as a change in behavior as a result of experience. In learning, there is a behavior change resulted from the interaction of students with their environment. The English teaching and learning process usually implements direct or one-way translation methods with students as the object of teaching. In this case, the teacher will teach students to listen, take notes, and memorize. As a result, the teaching and learning process is less lively and interesting for the students. Students are not motivated and they are less experienced in learning English.

Because of its nature as a foreign language, the use of English is only limited in the classroom. This fact has an impact on students' low learning outcomes as they cannot use and utilize English properly. Many researches towards the success of learning English at the high

school level has revealed many unsatisfaction from parents, professionals and lecturers when the student enters college. (Kawi *et al.*, 2013) in their research *Pengembangan Bahan Ajar untuk Pembelajaran Bahasa Inggris Kreatif Terintegrasi bagi Siswa Kelas IX SMP Semester Enam* stated that the mastery of English skills for grade IX students in SMPN 1 Manggis still doesn't meet expectations, both for the students themselves and for teachers. This is proven by the reluctance of students to interact using English language both spoken and written. From this statement, it can be interpreted that the current English language learning has not been able to produce students who have good English skills even though we know that the basic goal of learning English language is to master its skills, while its knowledge rules are only the supports (Kawi *et al.*, 2013).

In East Nusa Tenggara (NTT) province, it is currently being promoted to speak English once a week or on Wednesdays. This regulation is a new regulation ratified by the Governor of NTT Viktor Laiskodat in Governor Regulation no. 56 of 2018. It was only implemented in January 2019. Continuing the governor's regulation above, the writer consider that it is the need to introduce English, especially for early childhood children.

The Community Service (CS) is held independently by a team of lecturers of the English Education Department, Faculty of Education, Unimor. The team focused on a community approach that requires basic education. The team chose Santa Rita Cassia Kindergarten because its location was easily accessible and based on interviews with teachers, the kindergarten did not have English teachers so the team could introduce English to the children at Santa Rita Cassia Kindergarten, Kefamenanu-TTU.

In implementing this activity, children are taught through children's songs and picture cards. The community service team chose songs children love to sing and teachers naturally use songs to teach them concepts and language in a fun way. (Further Dzanic and Pejic, 2016) state that songs are fun that they can keep students excited to learn. According to them songs contain language patterns, develop listening skills, pronunciation and rhythm, and also provide fun atmosphere. Examples of songs sung are as follows:

“Alphabet”

A	B	C	D	E	F	G	/ei/	/bi:/	/si:/	/di:/	/i:/	/ef/	/dʒi/
				H	I	J	K	L	M	N			
				/eitʃ/	/ai/	/jei/	/kei/	/el/	/em/	/en/			
				O	P	Q	R	S	T	U			
				/əʊ/	/pi:/	/kju:/	/a:/	/es/	/ti:/	/ju:/			
				and	V	W	X	Y	Z				
				/vi:/	/dablju:/	/eks/	/wai/	/zed/					

Now I know my A B C,
Let you sing along with me.

Picture cards are learning media that are used as aids in teaching English. As the name suggests, picture cards are pictures on cards used by teachers as a medium for teaching English. The teacher can teach English through fun games for topics i.e., words, numbers, spelling, and pronunciation. This media can be used in various ways so that teachers should

be more creative in using it. The teacher also has to create a pleasant learning atmosphere because children like fun learning activities.

II. Method

The Community Service (CS) was held at the Santa Rita Cassia Kindergarten, Kefamenanu-TTU. Participants in this CS activity were 25 children. The method of implementing CS was a teaching method using children's songs and picture cards as media. The tools needed in the service were laptops, speakers, whiteboards, markers, and a box of picture cards made by the CS team. The material was about recognizing letters, numbers, animals, and body parts, while children's songs with the same theme were taken from online media such as *Youtube*. The material was not taught through learning grammar (grammar) but the children were invited to move and sing. As a result, they were more active and interested in learning English. The CS was implemented for four meetings and each meeting lasted 60-90 minutes.

III. Results and Discussion

The community service activities were carried out face to face and it ran well and smoothly. The activity and media used in this CS could be seen in the following pictures.



Picture 1. Picture cards and students' worksheets



Picture 2. The team is guiding the children in doing the exercises



Picture 3. Children are coloring “parts of body”

From this teaching activity, it appears that the children participating in the CS activity did not know English vocabulary yet, especially vocabulary related to the material being taught. In the first day of activity, they seemed not really excited in learning English, but when the team introduced it through songs and interesting media using picture card, the children slowly engaged themselves in it. In the next day of activity, the children seemed more enthusiastic and motivated to learn English.

Nowadays English is very important and has a big influence on our daily lives. Even English is introduced to children from an early age to improve the quality of the younger generation, especially in the field of language. But in reality, when giving English lessons to children, they often feel bored. Picture card can be a good media to teach English to these kids. The method of learning to read picture cards is based on the fact that young children learn through games. They will be more interested in learning if the classroom carried out in fun way. Several studies have proven that picture cards can improve English vocabulary. (Fitriani and Nulanda, 2017) in their research noted that picture cards can increase students' English vocabulary through a quasi-experimental method. The 35 elementary school second-grade students were assigned to the experimental group and the control group. The results showed that there was a significant difference between the pretest-posttest of the experimental and control groups. So it is concluded that picture cards can improve students' English vocabulary. The similar result also revealed by (Luruk and Semiun, 2020) that the use of

picture is very effective to improve vocabulary mastery of junior high school students in Timor Lester border. Regarding the community service activities that have been carried out, the benefits of the picture cards obtained include; participants feel interested and happy to learn English, participants are easier to concentrate, and picture cards are useful in teaching vocabulary. Moreover we can see that the children's motivation in learning English was increased.

According to Susilana and Riyana (in Fitriani and Nulanda, 2017), picture cards have several advantages. It is practical because the making of a picture card requires fewer funds. In addition, it is easy to use by the teacher. Another advantage is that picture cards can help children to remember the name of an object and the appearance or concept of the object. Besides that, picture cards can be a way to create fun activities such as games. (Smaldino et.al 2013) noted that "the purpose of media is to facilitate communication and learning."

Several factors that support the implementation of this CS activity are the great interest and enthusiasm of the children during the activity so that the activity runs smoothly and effectively. Moreover, Rita Cassia's Kindergarten teachers also accompanied the community service team during the activity. Meanwhile, time allocation and sufficient media for teaching the students was the inhibiting factor in this CS activity.

IV. Conclusion

This CS activity went smoothly and effectively. The children became more excited and enthusiastic since the teaching process was done in a fun way by using songs and picture cards. The limitations of teaching time and the lack of sufficient learning media are important factors that should be considered in the next CS. This kind of CS activity is expected to be done in other areas in the NTT province as a form of socialization of the NTT Provincial Governor's Regulation No. 56 of 2018 to foster the spirit of speaking English from an early age.

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