

## Comparative Analysis of the Implementation of New Strategies for English Language Learning in Kindergarten

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### ABSTRAK

Metode yang tepat harus digunakan untuk mengajar anak usia dini bahasa Inggris agar mereka dapat belajar banyak kosakata dengan mudah. Tujuan dari penelitian ini adalah untuk menentukan metode pembelajaran bahasa Inggris yang paling efektif untuk anak usia dini. Studi ini membandingkan berbagai pendekatan yang digunakan oleh berbagai sekolah. Penelitian deskriptif kualitatif digunakan. Dalam penelitian ini, observasi dan wawancara digunakan untuk mengumpulkan data. Dalam analisis, penelitian ini menggunakan metode analisis kekuatan dan kelemahan. Hasil penelitian menunjukkan bahwa pembelajaran bahasa Inggris berinteraksi dan penerjemahan grammar adalah metode yang paling efektif untuk mengajar bahasa Inggris pada anak usia dini. Karena teknik ini melatih anak setiap hari secara berulang-ulang hingga mereka hafal kosakata Bahasa Inggris dan menjadi kebiasaan. Selain itu, metode tersebut dianggap lebih bermakna dibandingkan dengan metode penerjemahan grammar.

### ABSTRACT

*Appropriate methods must be used to teach young children English so that they can learn a lot of vocabulary easily. The aim of this research is to determine the most effective English learning method for young children. This study compares the different approaches used by different schools. Qualitative descriptive research was used. In this research, observation and interviews were used to collect data. In the analysis, this research uses a strengths and weaknesses analysis method. The research results show that interactive English learning and grammar translation are the most effective methods for teaching English to young children. because this technique trains children every day repeatedly until they memorize English vocabulary and it becomes a habit. Apart from that, this method is considered more meaningful than the grammar translation method.*

## INTRODUCTION

English is increasingly being studied and sought after in Indonesia because many business institutions want superior human resources who master one or more foreign languages (Barnard et al, 2002; Leonard, 2016). English is also starting to be used in educational institutions. Many schools add English subjects to early childhood education programs. This is one example (Miranti et al, 2015; Marlianingsih, 2016; Ndraha and Kurniawan, 2019; Qadafi, 2020). Learning English begins with getting to know vocabulary, listening, speaking and writing from an early age, so that later you can master a lot of vocabulary. Learning English can also utilize toys and activities to support language skills such as songs, so that it becomes more interesting and meaningful.

Children will be more able to interact with other people easily after mastering this global language, especially in international activities or in other places where English is required as the language of instruction. English is very important as a global language. One visible consequence is that more and more people are trying to learn English well. This is due to the fact that mastering English has many benefits, such as increasing knowledge, making communication easier, increasing self-confidence with the support of the right media, making it easier to adapt to new environments, and making socializing easier. This makes everyone motivated to learn English. People are very eager to master foreign languages, so they compete to send their children to the best schools to learn English as a skill to build. This is based on the idea that children learn foreign languages more quickly than adults (Santrock, 2007; Samad and Tidore, 2015; Diniyah, 2017). Chinese and Koreans who immigrated to America at ages 3 to 7 years were more proficient in speaking English than children or adults, according to research by Johnson and Newport (1991:313).

In this research, researchers identified three problems found from observations and interviews with students at school. The three problems are as follows: young children do not master English vocabulary. Because young children lack mastery of English vocabulary, implementing inappropriate English learning strategies will have an impact on their level of understanding of English. Apart from that, the demand for increasing mastery of English in an increasingly advanced era still needs to be considered. "What kind of innovative learning framework is relevant to the characteristics of English learning in kindergarten?" is a question formulated by researchers based on the problem identification above.

The aim of this research is to determine the most effective English learning method for young children. This research will compare two learning methods, namely grammar translation and communication language learning.

Cynthia and Cahyana (2014) stated that the position of methods in learning includes various ways to encourage students to learn. The aim of communicative learning is to improve students' communication skills. The improvement in students' English communication can be seen from their fluency in speaking, their vocabulary, and their expressions.

## METHOD

### Research design

Qualitative research is a type of research that aims to collect data in the form of descriptions of the objects observed. Qualitative research produces descriptive data from the subject's speech or writing and behavior (Basrowi and Suwandi, 2008; Ardiana and Widiastuti, 2020).

In this study, the research subjects were two kindergarten schools, each of which used different English learning methods. This method is grammar translation or communication language learning. Dharma Wanita Samatan Kindergarten is the first school to take the research subject, using the English grammar translation model. Dharma Wanita Lenteng Kindergarten is the second school, using the English Communication learning model.

In this research, observation and interviews were used to collect data. Researchers used structured and non-participant observation in this research. Structured observation is a planned observation of what will be observed using simple observation markers and developed in the field. However, the researcher only made observations as an observer and was not involved in the activities. Researchers looked at how teachers used these English learning strategies and how students acted at school.

The type of interview used is semi-interview, where the researcher has prepared questions that will be used to interview teachers. Researchers conducted interviews with English teachers in the first kindergarten. They chose one of the teachers at the school to interview. Because all activities in kindergarten are carried out in English. Strengths and weaknesses analysis was used in this research. This analysis is used after the data has been collected and is useful for evaluating the implementation of learning, both ongoing and planned. This technique is useful for identifying the strengths, weaknesses, opportunities and threats of the English learning methods used in a school

## RESULTS AND DISCUSSION

The results of observations and interviews have provided some information about the English language learning approach, Grammar Translation and Communication Language Learning. The following is a summary of the results of observations and interviews from each school.

In the first study, the researcher maintained English learning in Kindergarten B class. The lesson began with greetings. The child will answer, "I'm fine, thank you" after the teacher greets, "Good morning children, how was today?" Then the lesson continues. He teaches about the living room, dining room, bathroom, kitchen, and bathroom. Because many children didn't understand, Mrs. Ika ended up repeatedly translating parts of the house into Indonesian for the children. Children are then given paper with a picture of the current room to do the task. After that, children are taught to write (match). Because many children cannot write well, the teacher writes several parts of the room in the house on the blackboard, and the children only need to select and match them, then write them next to the picture. When researchers tried to ask some children which rooms in their house were in English, almost all of them did not understand the meaning.

In class A, the second study was carried out. As usual, the teacher says hello, and the children can answer in English. Today's lesson focuses on understanding the concept of room in English, such as bedroom, dining room, bathroom, and bathroom. Class B uses five rooms, while class A only uses four (the kitchen is not taught). Children are taught to draw lines in the shape of a house and are then allowed to color them. Instructions in Indonesian. After that, in the next class, children are taught to write the number 5 in the box book that has been given, an example of which is at the top of the book.

The results of my observations show that more than five vocabulary words are used when teaching English. that is taught to children during learning, namely in accordance with the ongoing theme. Next, a grammar translation is used. Where teachers still use Indonesian when talking to children. Teachers must also translate the English vocabulary taught to children. English learning also does not emphasize pronunciation and does not repeat words every day.

This method is used because children do not yet understand English and Indonesian is the first language used. Therefore, there are several challenges in learning English: teachers have difficulty getting children to focus, have difficulty linking theme and material (for example, "theme" is "earth", "material" is "stone"), and making children understand vocabulary The English taught is also difficult. Even though children are not taught English at home, some children learn English. However, most children do not understand English. Children's reactions to English lessons in class vary. There are children who are bored because they have been taught the same material at home, there are those who are enthusiastic because they like the lesson, and there are also those who are indifferent.

To solve this problem, people look for what interests children, such as letting children color if they like. They also look for lots of references, recognize children with extraordinary behavior, and know the child's abilities. The method used by teachers to determine children's level of achievement, namely when children can complete tasks in an appropriate and effective way.

At Dharma Wanita Kindergarten, English vocabulary improvements are only carried out when learning English. In addition, English lessons are held once a week. This means teaching only a little English and not putting too much emphasis on pronunciation, which is in line with the English Grammar Translation Method. The observation results show that the strength of the Grammar Translation method is that it uses Indonesian in teaching English in class, which makes it easier for children to understand. The weakness of the Grammar Translation method itself is that it adds less English vocabulary. because children may forget what was taught the previous week and not pay attention to what they say even though the teacher has translated their English vocabulary.

The grammar translation method at Dharma Wanita Samatan Kindergarten is a method that is quite good and appropriate to apply. Because the mother tongue is the first language used when teaching, children understand what is being taught. However, children understand what is being taught, but do not understand it yet. They still lack repetition of English words.

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However, at Dharma Wanita Lentang Kindergarten, there are no special teachers who teach English. English is taught directly by all teachers as they speak with students every day. Children at Dharma Wanita Lenteng Kindergarten have acquired a lot of English vocabulary through singing, praying, saying greetings, and talking directly with their teachers and friends. Some of these children even speak English with their parents. The class division starts with green apples, yellow apples, orange apples, and red apples. Green apples, yellow apples and orange apples receive learning in a mixed form, with the first language being Indonesian and the second language or English. Red Apple accepts learning in full English.

The research results show that Dharma Women's Light Kindergarten teachers teach more than 40 vocabulary words to their students every day. Communication Language Learning is the approach used. because children acquire new English vocabulary every day and use them regularly when talking with teachers and friends. When children mispronounce English words, the teacher will correct them repeatedly and ask them again. This shows how important the pronunciation of English vocabulary is. Children's responses to English teaching: Some children understand because they have been taught at home and use English every day. However, there are some children who do not understand because the daily language at home is Indonesian or Madurese. The lesson begins with a greeting, followed by character building with the five magical words (sorry, help, forgive me, please, and thank you), and finally, the lesson must fit the theme. The school uses the national plus curriculum—a curriculum created by the department but adds English in communication and learning—so it uses a communicative language learning approach.

In the process of children learning English, there are basic obstacles, namely children who use Indonesian-Javanese and parents because they are not proficient in using English. One way to overcome this problem is to communicate directly with parents and create a weekly schedule, which allows parents to teach their children before starting school. The method used by teachers to evaluate students' understanding of English language achievement is by distributing reports at the middle and end of the semester. The assessment process has specific standards. Each child receives a story text for assessment. There are some students who need to be translated before they respond directly in class. Children at the Dharma Wanita Lenteng Kindergarten acquire English vocabulary every day when interacting with teachers, greeting, praying and singing. Children master English vocabulary



repeatedly and teachers correct them when they are wrong. For example, when the teacher always reminds them that if they make a mistake, they have to say "Sorry", children can follow the teacher's example, even though they have to tell the teacher first "Miss, I'm not sorry." Or, children may not say sorry at all.

This is in accordance with several characteristics of a communicative English learning approach. One of the advantages of the communication language teaching approach at the Dharma Wanita Lenteng Kindergarten is that children are encouraged to communicate using English regularly, which becomes their habit until they really understand the vocabulary. One of the weaknesses of the communication language learning approach alone is if a child from a background or elementary school uses English as their first language and is only able to understand when someone communicates in English. However, not all children who attend the Dharma Wanita Lenteng Kindergarten have the same background. Therefore, the child does not understand what his friend says when speaking, and the teacher has to translate it first.

The communication language teaching method has worked well in the Dharma Wanita Samatan Kindergarten. By repeating English vocabulary every day from Toddler to Kindergarten B, children become more familiar with vocabulary. Teachers also do not hesitate to correct wrong words when children mispronounce the English vocabulary being taught. However, the approach towards children who really do not understand English vocabulary is still lacking. The potential of this communication language teaching method is that children have a lot of English vocabulary with this method. However, when children from backgrounds who speak Indonesian or even Javanese are at school, it would be better if teachers used a more specialized approach with the children so that they not only understand but also comprehend the meaning of English.

The research results show that learning to speak English is a more effective approach for teaching young children English. Because the grammar translation method is less contextual when it comes to the characteristics of early childhood learning, this method is considered more meaningful than the grammar translation method. This is in line with what Cynthia and Cahyana (2014) said that English learning methods have a fairly high level of success in improving students' ability to communicate in English. Apart from that, Kustini's (2019) research also found that English learning methods can increase students' activeness in communicating in English. According to Richards (2006), a communicative language learning approach can improve students' English learning outcomes.

## CONCLUSION

Data shows that communication language teaching is more effective in teaching children English. This is caused by the habit of remembering English words every day. If schools want to implement English language learning in PAUD/Kindergarten, they must involve all parties and play their roles, such as the principal who organizes the learning approach, teachers who create English language learning content and activities that suit children's characteristics, and develop language learning approaches. Persistent English.

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