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Teaching English For Young Learner In Tanah Ombak Community

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Abstract

This article aims to identify how the realization of teaching English for children in Tanah Ombak Community is. This study focuses on what activities that were used by volunteers of STBA Prayoga to teach children in Tanah Ombak Community. The writer hopes that this paper will give beneficial input for readers to know about how to teach English for young learners.

Keywords : Activities, English for children in Tanah Ombak Community

I. Introduction

English is important to be taught in an early age. Teaching children is much more enjoyable than adults because they are able to learn much faster than adults do especially learning a second or foreign language. Padang has a community that care

about children that is Tanah Ombak Community. This community educates children who live near Purus beach. Most teachers in this community are volunteers. STBA Prayoga as one of the volunteers teach English in Tanah Ombak Community with theme “Fun Learning with English”. STBA

Prayoga teach English here due to the fact that this community is located near tourism object.

II. Review of Related Literature Teaching English for Young Learners

Teaching English to young learners is different from teaching adults. Teachers must understand the psychology of teaching young learners and comprehend the concept of acquisition and learning. Many countries make English as a compulsive subject in the early primary grades. In language learning context, it is believed that children will learn a foreign language more effectively under certain conditions. Therefore, there are some assumptions about language learning that should be considered when teaching English as foreign language to children. The assumptions below are adapted from Richards and Rogers (2001).

a. Learning English should be fun and natural for children. There must be no pressure in order to get a successful purpose of teaching them because many

people often think learning English causes stress and anxiety. Children are believed not to learn language forms directly, so commands are believed to be helpful for children to interpret meanings. This activity is believed to liberate self-consciousness and stressful situations.

b. Language should be first presented through sounds, not written symbols. Listening and speaking are worked on as the learners produce meaningful utterances concerning physical objects and their own experience. After children can produce sounds in the target language and connect the sounds with the truth, they may begin to read symbols in the target language.

c. Children are more sensitive to anything that touches the senses. They react easily to physical objects. Language is taught by having the students use their senses: touch, see, listen, smell, and even taste if necessary.

- d. Meaning should be made perceptible through concrete objects or by presentation of experience. When a language learner makes a mistake or misconception of something, the teacher does not correct it through translation, but s/he tries to show something to make the meaning clear.
- e. The idea of teaching should start from what the students already know in order to encourage association processes which seem to favor children. By teaching through this way, children are expected to know what they are doing. They are not only saying something without being aware of what they are saying.

Tanah Ombak Community

Indonesian government is very aware of the importance of English language education and is anxious to take action to improve the English language proficiency of its citizens in order to ensure that they are able to compete in an ASEAN Economic Community. Therefore, English

language education in Indonesia starts from young age. It is almost the same goal as the government, and because of his insecurity with circumstances where children live in harsh environments and lack of parental concern for children' education, Yusrizal built Tanah Ombak. Tanah Ombak has been a community of reading room of Yusrizal KW and Suhendri since last year. They have been trying to educate the children who live in at the seashore.

Tanah Ombak is located in Purus Padang West Sumatra, in the slums. Yusrizal is a humanist and a writer. He and his best friend, Suhendri, have a goal creating golden generation of Purus. They started by building a theater company in 2014 in a house in a narrow alley in the Purus region III, right next to Rusunawa. Year by year, that house developed into a place for learning for Purus children. It was named Tanah Ombak because it is located on the seaside. Basically, the age of children who learn in Tanah Ombak community is about 6 to 12 years old (elementary school and junior high school).

Tanah Ombak was established as a form of awareness on the environment, especially against children who are currently very vulnerable morally destroyed by the times. Moreover, the attention and guidance of some parents in child development is still low. Tanah Ombak has a motto, 'Here we learn, read many books, be creative, build potential, and be an independent generation. This is how we love Indonesia.'

There are several achievements that Tanah Ombak have done. In the year of 2014, Noktah was awarded as one of the Best Kids Festival Theater Festival National Level at Taman Ismail Marzuki Jakarta. Another achievements that Tanah ombak got was holding a two-day art performance. The activators and the volunteers named that event as a effort of the Tanah Ombak community to be better with hashtag #PurusHebat. On that event, Tanah Ombak also launched The Poet's Seven-Year-Old Poetry Book, Abinaya Ghina Jamela, entitled "Recipe Makes the Universe". Naya's Book was launched by announcer Gus

tf. Because of that book, Abinaya got a reward from our Mayor, Mahyeldi.

In 2016, Tanah Ombak was already awarded as 1st Winner of Sumatera Region in Gramedia Reading Community Competition, Minangkabau Literacy Award as Best Community from West Sumatera Governor.

In 2017, more precisely in February Tanah Ombak community launched a moving library program namely "Vespa Pustaka" in Purus area that will go around to visit the readers. "Vespa Pustaka" relates to its utilization which can move from one place to another place or such kind of moving library that seeks the readers by using scooter. "Vespa Pustaka" planned to run on Saturday and Sunday or it depends on the volunteers who will run it. The members of Tanah Ombak community will launch bike library and also book backpack that carry all kind of books in the near future.

III. Research Method

This research used qualitative method by using participational observation technique. The researcher

observed the activities done by the volunteer of STBA Prayoga in Tanah Ombak Community for 6 meetings. During the observation, the writer saw various kinds of activities to teach English to the children

IV. Findings

Teaching English for Children in Tanah Ombak Community

Based on the interview, Andry Azhari, M.Pd, Lecturer of STBA and a Supervisor of STBA student who teach in Tanah Ombak Community said that teaching in its community has a theme. The use of thematic unit planning makes the young foreign language learners focus on content-area information and engage with the activities more easily. Theme provides opportunities for students to use the target language in meaningful contexts and in new and complex ways.

In every meeting the team organized a different activity related to that theme. The meeting held six times for one semester. There were six people who came to Tanah Ombak. There were a lecturer as a supervisor and the five students as the instructors. Basically, teaching

English to young learners is improving their vocabulary through reading, listening, writing and speaking. There were some effective teaching activities used in Tanah Ombak Community as explained below.

4.1.1 Retelling Short Story

Every child loves story, especially girls. They like kind of fairy tale. Story telling is an appropriate and effective way in enhancing young learners' skills and interest in English and improving their learning output. Through stories, the language adeptness is activated and it is easy for children to bring the language elements from the data provided by the stories. This activity will increase their vocabulary and also improve their pronunciation.

Telling a story in a foreign language is one of the simplest and richest sources of input for children as long as there are lots of colorful pictures the children can look at while listening. However, we need to know an appropriate book for children. That is why the team from STBA Prayoga selected a short stories for the

children in Tanah Ombak Community. The short story that the team gave was a text followed by one picture as a clue to make children easier to understand.

In storytelling, there are three integrated skills which are reading skills, listening skills, and speaking skills. Firstly, the team line the important words that they think is needed to be known by the children. Then the team read the passage while the children are listening to them which include in listening skills. The team read the passage two times and then give a chance for the children to read it by themselves. All of the children will try to read the passage to increase their reading skills. Each child gets a chance to retell the passage in front of his/her friends. One child has to speak at least two sentences to hone his/her speaking skill. While one of the children was reading the story, the rest of the children were listening to their friend and looking for the words that they do not know. After all of the children delivered the story, the team gave comments and suggestions about their

pronunciation and helped the difficult words that they did not understand.

4.1.2 Singing English Songs

Songs can be used in many different ways: to warm up the situation in the beginning of the lesson, to make transition from one activity to the next, to change mood, to get everyone's attention, or to integrate with games. Who does not love music? No one. Music helps children develop their language skills. By singing song, children learn language appreciation, vocabulary and rhyme.

Children like to work with songs. It is a change from normal activities and can involve them in a subject most young people are interested in. Songs contain a lot of useful language and can be used to highlight grammar, pronunciation and vocabulary. They are good for prompting discussions and even as a tool for introducing new language. At the beginning of the meeting in Tanah Ombak Community, the activity starts by singing an English song related to theme of the previous meeting. For example, on April 23, 2017 the theme

of day was sport, so the children sang a Hokey Pokey's song. The Hokey Pokey (United States) or Hokey Cokey (United Kingdom), is a participation dance with a distinctive accompanying tune and lyric structure. It is well known in English-speaking countries.

In addition to Hokey Pokey's song, children in Tanah Ombak Community also sang Little Indian song, ABC song, and many others. The song was picked in accordance with the theme of the day. Not only at the beginning of the meeting but also at the end the meeting the teaching will end up by singing a song. In singing activity, there are two integrated skills which are listening skills and speaking skills. First of all, the students have to make a circle. Speaking skills showed by the team gave an example by singing and dancing about the song around once or twice. And then, after the students watched and listened the team, they had to follow the song that they heard before. The students should imitate the dance and the rhythm of the team.

4.1.3 Watching Movies with English Subtitles

Teaching young learners must be with audio and visual. Hearing and watching how native speaker speaks will make them easier to practice their speaking skills. Film can enhance the listening experience for students. Students also practice their listening and reading skills at the same time because they watch the movies and listen to the intonation of sentences. It will be nicer to for them to listen while listening because one of the aims of teaching English to young children is to make them feel and think that learning English is fun.

Based on Tanah Ombak community activities for 6 meetings, they watched movies several times. Children not only watched the movie but also focused on English subtitle. The movie that team picked is usually a simple movie which has more pictures and sounds than subtitles. In watching movies activity, there are two skills that are integrated which can improve young learners simultaneously. They are reading skills and listening skills.

In one meeting, the team let them watch a movie with English subtitle that suit for kids. After they finished watching the movies, all of the students discussed what the movie is about and difficult words that appear in the subtitle. They also tend to discuss who their favorite character is and tell the reasons why they like that character.

4.1.4 Dictation

In practicing writing skills, young learners in Tanah Ombak Community were told to rewrite a sentence that the team dictated. The team asked the children to write the sentences based on the theme of that day. In delivering, the team repeated the sentence for three times if perhaps the children do not get what the team said. The children only wrote a short sentence. For example, the theme is traveling. The team will say, “I went to Paris with my family last month.” the students tend to write the words exactly what s/he said. The team repeated the sentence two until three times while the children are writing it on the piece of paper.

When writing a sentence, they will learn about listening skill because they have to listen carefully so that they do not write a wrong word. If they do not write exactly what the team has said, the meaning will be different. They have to pay attention to avoid a mistake. This is also good to practice their listening skills and their memory.

4.1.5 Asking and Answering a Very Simple Questions

The challenge most frequently identified was teaching speaking because the children are lack awareness of how to satisfy other participants during conversation, and are not very skillful in arranging what they want to say. It is really important to make the class relaxed and fun because the young learners are generally very enthusiastic about songs, especially if they can sing along, and play active games. In asking and answering a simple questions, there are two integrated skills: listening skill and speaking skill. When the team ask them a question, it will hone their listening skills because they have to listen

carefully so that they will not make a mistake when they answer the questions which involves speaking skills.

Asking questions for children in Tanah Ombak community usually related to their activity in that day or last meeting to remind the materials. At the beginning of the class, the team asked the children about what they learned in the last meeting. It aims to remind them before they learn about new materials. The questions that usually team ask to the children are the alphabet, animals, food, names of countries, numbers, colors, shapes, etc.

V. Conclusion

Based on discussion previously, it can be concluded that teaching English for children is different from adults. Activities that STBA team gives to the children were made in conversations and fun atmosphere, so that they can enjoy the environment and love using English in everyday life. Therefore, in this section, the writer concludes there are five activities used in Tanah Ombak Community. The first one is reading

short story. The second one is singing English songs. The third one is watching movies with English subtitles. The fourth one is dictation. The last one is asking and answering simple questions.

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