
HOW NON-NATIVE EARLY CHILDHOOD LEARN ENGLISH (A DESCRIPTIVE STUDY ON A GROUP OF SUNDAHESE EARLY CHILDHOOD IN CIJEUNGJING SUB-DISTRICT, CIAMIS REGENCY, WEST JAVA – INDONESIA)

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Abstract

Learning English for non-native early childhood is not easy (Hashemi & Azizinezhad, 2011), it includes in Indonesia notably in Ciamis Regency, West Java. It needs the appropriate methods, techniques and materials to help the non-native early childhood ease learning English. This study aims to report what appropriate method, technique, and material applied to teach English to non-native Sundanese early childhood in Ciamis regency, West Java Province. This study was carried out to a group of six non-native Sundanese early childhood. Afterwards, the writers set forth a research question: What appropriate method, technique, and material applied to teach English to non-native Sundanese early childhood? To answer the research question, the writers employed a descriptive study as suggested by Wragg (1999) and Fraenkel, Wallen, and Hyun (2012) at which they observed the process of teaching and learning English towards non-native Sundanese early childhood during September 2018 - February 2019. The results showed that the appropriate method applied in teaching English to non-native Sundanese early childhood was the Audio-Lingual Method (ALM). Meanwhile, the appropriate technique applied in teaching English to non-native Sundanese early childhood was drilling. In addition, the appropriate material applied in teaching English to non-native Sundanese early childhood was video such as BLIPPI. To sum up, through employing the appropriate method, technique, and material, the non-native Sundanese early childhood feel enjoyed and excited in learning English listening and conversation.

Keywords: Non-Native Early Childhood, Learning English

Abstrak

Belajar bahasa Inggris untuk anak usia dini non-pribumi tidaklah mudah (Hashemi & Azizinezhad, 2011), termasuk di Indonesia khususnya di Kabupaten Ciamis, Jawa Barat. Dibutuhkan metode, teknik, dan bahan yang tepat untuk membantu anak usia dini yang tidak asli belajar bahasa Inggris dengan mudah. Penelitian ini bertujuan untuk melaporkan metode, teknik, dan materi apa yang diterapkan untuk mengajar Bahasa Inggris kepada anak usia dini Sunda non-pribumi di Kabupaten Ciamis, Provinsi Jawa Barat. Penelitian ini dilakukan pada sekelompok enam anak usia dini Sunda non-pribumi. Setelah itu, penulis mengajukan pertanyaan penelitian: Apa metode, teknik, dan bahan yang tepat yang diterapkan untuk mengajar bahasa Inggris kepada anak usia dini Sunda yang bukan penduduk asli? Untuk menjawab pertanyaan penelitian, penulis menggunakan studi deskriptif seperti yang disarankan oleh Wragg (1999) dan Fraenkel, Wallen, dan Hyun (2012) di mana mereka mengamati proses pengajaran dan pembelajaran bahasa Inggris menuju anak usia dini Sunda non-pribumi selama September 2018 - Februari 2019. Hasilnya menunjukkan bahwa metode yang tepat diterapkan

dalam pengajaran bahasa Inggris kepada anak usia dini Sunda non-pribumi adalah Metode Audio-Lingual (ALM). Sementara itu, teknik yang tepat diterapkan dalam mengajar bahasa Inggris ke anak usia dini Sunda non-pribumi adalah pengeboran. Selain itu, bahan yang sesuai diterapkan dalam mengajar bahasa Inggris ke anak usia dini Sunda non-pribumi adalah video seperti BLIPPI. Singkatnya, dengan menggunakan metode, teknik, dan bahan yang tepat, anak usia dini Sunda yang bukan asli merasa senang dan bersemangat dalam belajar mendengarkan dan berbicara bahasa Inggris.

Kata Kunci: Anak Usia Dini Asli, Belajar Bahasa Inggris

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INTRODUCTION

Early childhood refers to children whose ages between 0 – 8 years (Whitehead, 2007: xi). In the writers' point of view, its range of ages aforementioned is endorsed in USA or Europe. Meanwhile in Indonesia, the term of early childhood refers to children whose ages between 0 – 6 years (The Act of National Education System, Number 20, year 2003, Article 1, item 14). Furthermore, The Act of National Education System, Number 20, year 2003, Article 1, item 14 states:

“Pendidikan anak usia dini adalah suatu upaya pembinaan yang ditujukan kepada anak sejak lahir sampai dengan usia 6 (enam) tahun yang dilakukan melalui pemberian rangsangan pendidikan untuk membantu pertumbuhan dan perkembangan jasmani dan rohani agar anak memiliki kesiapan dalam memasuki pendidikan lebih lanjut.”

Based on the aforementioned statement, the term of early childhood in Indonesia refers to the children whose age between 0 – 6 years old. In line with the education, it functions to develop and prepare the early childhood's physic and psychology in order to have the best preparation when they start their education in primary school level.

Regarding early childhood education, the Indonesian government has prepared the curriculum, namely 2013 curriculum. Furthermore, the basic framework and structure of the 2013 Curriculum for early childhood education covers:

1. The ability of religious and moral values
2. The ability of Physical motor
3. The ability of cognitive
4. The ability of social emotional
5. The ability of language
6. The ability of art

(Basic Framework and Structure of the 2013 Curriculum, 2015: 30-33)

Referring to the basic framework and structure of the 2013 Curriculum aforementioned, in this present study the writers only focus on the ability of language. Based on the neurological experts, the ages between 0 – 8 are called as critical period. Critical period itself is very urgent for the early childhood to learn everything connected to his/ her language mastery. Thus, the experts of neurology claim that critical period is the best ages for early childhood to learn languages. In this context, early childhood learns not only first language (L1), but also second

language (L2) and foreign language (FL). In addition, neurologically critical period really supports brain to complete mastery of a language. It is no longer possible because it will end around the onset of puberty. That is why learning a FL such English should be started earlier (Lenneberg, 1967 in Mandel, 1993: 116).

In Indonesia, early childhood learn vernacular such Sundanese, Javanese, Betawinese, Maduranese, Balinese, and so forth as their L1. Meanwhile, they learn *Bahasa Indonesia* as their L2, and learn English or Arabic as their FL. Referring to FL in Indonesia; most of early childhoods are taught English than Arabic. Hence, English begins to be introduced by the government at formal school besides by their parents at home.

Regarding to learning English to early childhood, Uysala and Yavuzb (2015: 19) claim that early childhood who learn at 4 – 6 years, normally they learn at preschool level before learning at primary school, they normally have a huge curiosity and enthusiasm in learning a foreign language. They are talkative, energetic, and responsive during learning a foreign language through imitating various expressions while doing physical activities.

This present study is also in line with some previous studies carried out by some researchers in teaching English to early childhood. The first study was undertaken by Millington (2011), entitled 'Using Songs Effectively to Teach English to Young Learners.' The second study was carried out by Stakanova and Tolstikhina (2014), entitled 'Different Approaches to Teaching English as a Foreign Language to Young Learners.' Meanwhile, the third study was done by Uysala and Yavuzb (2015), entitled 'Teaching English to Very Young Learners.'

The present study also tends to set forth a research question. (1) What methods are appropriate to teach English to early childhood?; (2) What media are suitable to teach English to early childhood? To find out the answer, the writer answers those research questions in the results and discussion session.

METHOD

In this present study, the writer employed qualitative descriptive study. According to Wragg (1999, p. 3) descriptive study refers to the design at which the observer observes the series of activities done by students at the classroom. Meanwhile, Fraenkel, Wallen, Hyun (2012: 15) state that the qualitative descriptive is design which describes in giving state of affairs as fully and carefully as possible.

In relation to the source of data, the writer observed a group of six non-native Sundanese early childhoods at which the writer involved as the participant observer. The writer observed the teaching method, the teaching media, and the improvement of the early childhoods' English speaking ability. The observation itself was carried out once in a week during September 2018 up to February 2019.

Dealing with the unit of analysis, the writer focused on the early childhoods' English speaking ability. The writer wrote what teaching methods, techniques, and media used in teaching and learning process, besides every utterance uttered by every young child in a field note.

RESULTS AND DISCUSSION

Results

In analysing the data, the writers analysed what methods, techniques, and media used in teaching English to a group of the Sundanese early childhoods during September 2018 - February 2019. The data were noted in the field note as follow:

Observation date	Time	Observation result
Sept 2 nd 2018	10:00-11:30 a.m.	The writers used Grammar Translation Method(GTM) in teaching English Greetings to the Sundanese early childhood. Its results showed that this method gave a quite significant understanding to the Sundanese early childhood.
Sept 9 th 2018	10:00-11:30 a.m.	The writers used Total Physical Response (TPR) in teaching English Greetings to the Sundanese early childhood. Its results showed that this method gave a significant understanding to the Sundanese early childhood. This method was combined through using song and video.
Sept 16 th 2018	10:00-11:30 a.m.	The writers used The Audio-Lingual Method (ALM) in teaching English Greetings to the Sundanese early childhood. Its results showed that this method also gave a significant understanding to the Sundanese early childhood. This method was combined through drilling technique.
Sept 23 rd , 30 th , & 7 th 2018	10:00-11:30 a.m.	The writers used Grammar Translation Method(GTM) in teaching English Alphabet to the Sundanese early childhood. Its results showed that this method gave only a quite significant performance to the Sundanese early childhood. It means that the Sundanese early childhood have only a quite understanding towards learning English Alphabet.
Oct 14 th , 21 st , & 28 th 2018	10:00-11:30 a.m.	The writers used Total Physical Response (TPR) in teaching English Alphabet to the Sundanese early childhood. Its results showed that this method gave a significant performance to the Sundanese early childhood. It means that the Sundanese early childhood have higher understanding towards learning English Alphabet because they learnt through song and watching English alphabet video.
Nov 4 th , 11 th , & 18 th 2018	10:00-11:30 a.m.	The writers used The Audio-Lingual Method (ALM) in teaching English Alphabet to the Sundanese early childhood. Its results showed that this method also gave a significant performance to the Sundanese early childhood. It was showed that the Sundanese early childhood had done several repetition through drilling technique in learning English alphabet song.
Nov 25 th , & Dec 2 nd 2018	10:00-11:30 a.m.	The writers used Grammar Translation Method(GTM) in teaching colours and days to the Sundanese early childhood. Its results showed that some Sundanese early childhood got a quite understanding and still trouble applied in their speaking.
Dec 9 th , & 16 th 2018	10:00-11:30 a.m.	The writers used Total Physical Response (TPR) in teaching colours and days to the Sundanese early childhood. The process of teaching was combined with song and movie. Its

		results showed that the Sundanese early childhood began to memorize colours and days well. Besides, they can apply colours and days in their speaking.
Dec 23rd, & 30th2018	10:00-11:30 a.m.	The writers used The Audio-Lingual Method (ALM) in teaching colours and days to the Sundanese early childhood. The process of teaching was combined with drilling technique. Its results showed that the Sundanese early childhood had significantly memorized when they applied colours and days in their speaking. The drilling technique combined by using song and video can give significant effect to their speaking performance.
Jan 6th, & 13th & 20th2019	10:00-11:30 a.m.	The writers used Grammar Translation Method (GTM) in teaching demonstrative pronouns to the Sundanese early childhood. Its results showed that some Sundanese early childhood got trouble to understand and applied it in their speaking.
Jan 20th, & 27th 2019	10:00-11:30 a.m.	The writers used Total Physical Response (TPR) in teaching demonstrative pronouns to the Sundanese early childhood. The process of teaching was combined with song and video. Its results showed that the Sundanese early childhood began to understand and they applied it better in their speaking.
Feb 3rd, & 10th2019	10:00-11:30 a.m.	The writers used The Audio-Lingual Method (ALM) in teaching demonstrative pronouns to the Sundanese early childhood. The process of teaching was combined with drilling technique. Its results showed that the Sundanese early childhood had significantly understood when applied the lesson in their speaking. The drilling technique combined by using song and video can give significant effect to their speaking performance.
Feb 17th2019	10:00-11:30 a.m.	In these meetings, the writers gave an examination to the Sundanese early childhood to recall their understanding towards the lesson given. Through singing they can memorize the whole lessons given. Besides, the Sundanese early childhood performances were categorized good and very good.
Feb 24th 2019		In these meetings, the writers evaluated the methods used in teaching English to the Sundanese early childhood during 6 months. Based on the results, Total Physical Response (TPR) and The Audio-Lingual Method (ALM) methods were regarded as the proper methods used to teach the Sundanese early childhood. In addition, Total Physical Response (TPR) has some unique characteristics at which the method is commonly used combined by song and video. Meanwhile, The Audio-Lingual Method (ALM) method has also a unique characteristic at which the method has special technique combined altogether, namely drilling technique.

Discussion

Based on the data gained from the observations such written in the fieldnote, the writers assert that method is very important during teaching English to early childhood. Teaching English to

early childhood only focuses on listening and speaking. Hence, the proper media and techniques are very urgent to be selected.

Based on the data written in the field note, from the whole teaching methods, only Total Physical Response (TPR) and The Audio-Lingual Method (ALM) that give the significant enhancements towards the early childhood's English listening and speaking skills. Those evidences showed that Total Physical Response (TPR) method combined with song and video can enhance the early childhoods' eagerness, enjoyment, and their listening and speaking skills. Furthermore, The Audio-Lingual Method (ALM) can also enhance the early childhood's listening and speaking skills because the method is combined with drilling technique.

Referring to the research questions mentioned in the preceding point, the writers tend to answer them. (1) What methods are appropriate to teach English to early childhood? Based on the data written in the field note, Total Physical Response (TPR) and The Audio-Lingual Method (ALM) are the proper methods giving the significant effect to the Sundanese early childhoods' listening and speaking skills.

Dealing with the second research question, (2) What media are suitable to teach English to early childhood? Based on the data written in the field note, the media that can give a significant effect are song and video. Those media can be applied through combining with Total Physical Response (TPR) method.

Based on the results of the present study, those are in harmony with the results of the previous studies undertaken by Millington (2011), Stakanova and Tolstikhina (2014), and Uysala and Yavuzb (2015). Further, those are also in line with Asher's (1977) statement as quoted in Linse (2005: 30) who claims that the appropriate method in teaching listening to the early childhood refers to do number of activities directly related to physical activity and movement. This characteristic is in harmony with Total Physical Response (TPR) method. Asher (1977) believes that the more frequent and intensive stimulates the early childhoods' memory, the stronger and easier their memorial association remember (recall) and imitate verbally with the metrics activity.

In addition, Linse (2005) recommends that the use of the Total Physical Response (TPR) method can be combined with songs, video, finger-plays, and story-telling. Furthermore, the advantages of the Total Physical Response (TPR) method combined with song, video, finger play and story-telling for early childhood can stimulate them to enjoy learning and imitating what they learn from their teacher.

Furthermore, according to Celce-Murcia (2001) as quoted in Linse (2005), the Audio-Lingual method in teaching English can emphasize the development of language habits and sentence patterns. This method has 2 techniques which can be combined together. Those are drilling and dialogue.

CONCLUSIONS

Regarding to the aforementioned results and discussion, the writers take the conclusions. Those are as follow:

1. The appropriate methods applied to teach English to early childhood referring to Total Physical Response (TPR) and The Audio-Lingual Method (ALM). Those two methods give

- the significant effect to the Sundanese early childhood to learn English listening and speaking.
2. In addition, the suitable media applied to teach English to early childhood referring to song and video. The aforementioned media give significant effect to the Sundanese early childhood when they learn English listening and speaking skills.

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