

THE ROLE OF ENGLISH FOR EARLY CHILDREN

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Abstract: *International language that almost all over the world uses for communication is English. The awareness of the importance of mastering English in this information age has encouraged efforts to learn and master the language as early as possible. Children have fresh thinking skills. Where they experience a period called the golden age of early childhoods who are so sensitive or sensitive to external stimuli. This study aims to determine the role of English language education in early childhood, to find out how English learning in the early childhood, to find out what factors affect the success of learning English early childhood. In this study, data collection techniques were carried out by means of interview techniques. English lessons must be taught from an early age because learning English from an early age will make it easier for children to develop English when they are teenagers. As educators, we can teach them in various ways, including: by singing, playing, or with pictures. In order for them to be able to speak English, even though it is only introduction, English is essential for them.*

Keywords: *English, early childhood*

Abstrak: *Bahasa internasional yang digunakan hampir di seluruh dunia untuk berkomunikasi adalah bahasa Inggris. Kesadaran akan pentingnya penguasaan bahasa Inggris di era informasi ini mendorong upaya untuk mempelajari dan menguasai bahasa tersebut sedini mungkin. Anak-anak memiliki keterampilan berpikir yang segar. Dimana mereka mengalami masa yang disebut masa keemasan anak usia dini yang begitu peka atau sensitif terhadap rangsangan dari luar. Penelitian ini bertujuan untuk mengetahui peran pendidikan bahasa Inggris pada anak usia dini, untuk mengetahui bagaimana pembelajaran bahasa Inggris pada anak usia dini, untuk mengetahui faktor-faktor apa saja yang mempengaruhi keberhasilan pembelajaran bahasa Inggris anak usia dini. Dalam penelitian ini teknik pengumpulan data dilakukan dengan cara teknik wawancara. Pelajaran bahasa Inggris harus diajarkan sejak usia dini karena belajar bahasa Inggris sejak usia dini akan memudahkan anak-anak untuk mengembangkan bahasa Inggris ketika mereka remaja. Sebagai pendidik, kita dapat mengajar mereka dengan berbagai cara, antara lain: dengan bernyanyi, bermain, atau dengan gambar. Agar mereka dapat berbicara bahasa Inggris, meskipun hanya sebagai pengantar, bahasa Inggris sangat penting bagi mereka.*

Kata Kunci: *Bahasa Inggris, anak usia dini*



INTRODUCTION

Language ability is a basic human ability that arises from birth. The language skills of a child will continue to develop along with their growth and development. At this stage the child experiences a language (acquisition language). Acquisition language is interpreted as a process that occurs in a child in acquiring his first language. Language acquisition is a process of language acceptance that occurs naturally in children when they learn their first language or their mother tongue. This process takes place naturally and automatically according to the environment in which he grew up. When a child is raised in an environment that uses regional language, it is certain that the child will acquire or master the regional language and make it the mother tongue.

English is an international language that has dominated communication throughout the world. Awareness of the importance of mastering English in this information age has led to efforts to learn and master the language as early as possible. Children have fresh thinking skills. Where they experience a period called the golden age of early childhoods who are so sensitive or sensitive to external stimuli.

English lessons can officially be taught in elementary schools since the 1994 school year as a local content subject. There are even some schools that have programmed English lessons for their students in Kindergarten and Study Groups, or what is called Early Childhood Education.

RESEARCH METHOD

In this study, data collection techniques were carried out by means of interview techniques. This interview technique was used to obtain verbal information directly from the research subjects. Interviews were conducted to determine individual experiences and attitudes. Interviews were conducted by directly meeting the research subjects. In addition to interviews, researchers also took additional data by documenting English learning media available in several of these schools. The data analysis technique used in this research is a qualitative descriptive technique, which is a technique that tries to provide an overview or explanation of the subject and object of the research as the results of the research carried out on the data in the form of qualitative cases, which are then analyzed further until it becomes a general conclusion. .

The steps in conducting this research are:

1. Researchers make a work plan. A work plan is a plan of activities that will be carried out during the research, starting from making measuring tools to making results, conclusions, and research reports. The study was conducted for 5 months;

2. Researchers designed a measuring instrument that will be used to retrieve data in the study, in the form of questions related to learning English in PAUD given by the subjects (Kindergarten teachers) during teaching and learning at school.;

3. The researcher determines kindergarten (TK) school that will be used as a research site in Cibinong, Bogor district. Kindergarten (TK) which is used as a place of research is Kindergarten (TK) which uses English in the teaching and learning process;

4. Collecting data by conducting interviews with research subjects, namely Kindergarten teachers (TK) in Cibinong, Bogor Regency. Interviews were conducted by giving questions related to learning English given to students during the teaching and learning process. In addition, researchers also collect supporting data by using documentation methods;

5. Perform research data processing. The research data that was successfully retrieved were the results of interviews with Kindergarten teachers (TK) in Cibinong, Bogor Regency related to learning English used by research subjects (Kindergarten teachers) during the teaching and learning process in schools;

6. Analyzing research data, carried out from the results of data processing that has been carried out by researchers, namely the results of interviews with Kindergarten teachers (TK) in Cibinong, Bogor Regency related to English learning used by research subjects (Kindergarten teachers) during the teaching and learning process in school.

RESULTS AND DISCUSSION

Definition Language

Language is a form of communication that is carried out both spontaneously and in writing. The words used by language consists of community and all the rules for changing or combining these words. (Masbadar, 2015). language is a human way to communicate between each language.

Understanding English

English is the main medium of communication for people in the UK and in other countries. English (English) is the official language of many Commonwealth countries and is widely understood and spoken. English is the most widely spoken language in the world compared with other languages. (jazuli, 2016).

The Role of English in Early Childhood

Today's English cannot be underestimated. This is because English is very important. Many parents want to educate from an early age however their children to learn English, it is very difficult to teach English to early childhood, and not only English but also other things. teaching English to early childhood certainly has a very different way when compared to teenagers or adults. In childhood, teaching English is only an introduction. So, when PAUD can only be taught easy and they are taught while playing. Playing here is a purposeful game. This is how they find things. We need to know that when a child is playing, the child's brain is calm because it feels happy and cheerful. With a situation like this the knowledge that we teach can enter and be embedded properly and easily in their brains.

English learning is only a basis and an introduction. We as educators must know which basic things to teach them, for example, letters, colors, animals, numbers and so on. English lessons need to be applied from an early age, because with learning English from an early age, it is easier for children to develop English when they are teenagers, namely when the child enters elementary school, junior high school or a higher level, the English taught by the teacher will stick to his memory and it is difficult to forget it, compared to children who were not taught English when he was in kindergarten or early childhood.

Factors Affecting Learning English in Early Childhood

a) Mother Language

Mother tongue really helps children in learning a new language, namely the instincts, characteristics, and skills that have been developed in learning English. There are similarities between the learning patterns of the mother tongue and the foreign language, but there are many differences especially in spelling, speech including stress and intonation, structure and vocabulary. These differences can affect foreign language

learning for children. It is not uncommon for the influence of the first language to get in the way and learn a foreign language.

b) Teaching Materials

Selection of materials as teaching materials with learning techniques that are appropriate for the child's age and interests will be able to please students. Children have a great deal of attention to things that concern their interests, for example about pets, football, family and hobbies.

Should be able to teaching materials stimulate students to learn actively with clear and meaningful goals with clear instructions. Exercises, assignments and learning activities must involve students. Words and degrees of grammar difficulty need to be arranged coherently, from the easiest to the more difficult ones.

c) Social Interaction

Warm communication between students and teachers as well as students and students will provide a sense of security in each student and increase self-confidence in learning a new language. Social interaction allows Children use language and allow them to learn from one another. This relationship can be established through games, songs and learning activities carried out in pairs and in groups. Communication with friends in the form of questions and answers can help students be courageous in using language.

The distance that exists between teachers and students can be reduced by the existence of easy and fun activities, communication between students is increased, as well as student participation is seen so that these activities provide confidence, especially for students who are shy. With social interaction, it is hoped that they will not feel ashamed to use the language they have just learned. Furthermore, they can convey a message in English.

d) Learning Media

Early childhood learning will effective more if the teacher uses support by media teaching and activities learning because children that are visual in nature like things. Teachers can prepare tools taken from their own collections, for example pictures, photos and real objects, such as pens, watch and dogs or pictures in the form of flash cards or pictures.

e) Family

Family factors can also contribute to or hinder children's success in learning English. The availability of dictionaries, books, and other facilities at home and support from parents are also factors that influence foreign language learning.

The stage of learning English

The teaching of English is carried out in stages. so basically to learn the language is the same. in learning Indonesian children do not directly coincide, such as speaking, reading, and writing. they slowly speak it by listening first. why are deaf mute? That is one reason why he is unable to hear. Here are the stages of learning English for children:

a) Listening

Besides hearing us talk, children can also hear by reading story books in English, hearing simple songs or watching DVDs or videos in English. But for the initial knowledge, as educators we must choose few simple words.

b) Speaking

After the child often hears in English, the child can be encouraged to speak in simple sentences. For example, using 30 minutes a day as family time to speak English. Just like toddlers who are just starting to speak, children also start speaking in English even though in one word like book (book) when they see their older siblings carrying books. Then develop it into short sentences like, she brings book.

c) Reading

There are two general methods in teaching children to learn to read in English, namely the whole language approach and phonic.

- 1) Whole language approach is a method of learning to read by making language as an inseparable unit. Learning to read must also be in accordance with the context. This method emphasizes the meaning of a word. For example, when they see the word "cat" (cat), the child is immediately told that it reads "ket" and it means cat. Usually children learn to read with a system of memorizing words that have been mentioned. The advantage of this method is that children can read more quickly but will have difficulty writing the words in question, especially words that are quite long.
- 2) Phonic is a method of learning to read through letters by spelling them one by one, for example "cat" (cat) means spelled "Keh-e-teh" and read "Ket". Each word is broken down into letters. Because learning through spelling,

children need more time to read. That it is easier for children to write down the words they hear. To make it easier for children to learn and read, we as educators should choose books according to their level. For example, a child who is just starting to read, as educators we choose books that only consist of one word, for example, on the first page there is a picture of an apple and underneath the words This is Apple.

d) Writing

This is the most difficult stage in learning English, since there are many rules to follow. Most Indonesians would have difficulty speaking English. It's not because you can't. It's because you're afraid to be wrong. Although we mispronounce the composition of some sentences or of the incorrect words in the vernacular, we do understand. But in contrast with writing, when we make many grammatical and spellings errors it may be that people who read our writings do not understand what we write. Because this is relatively difficult, writing is the last stage. As educators, we should not rush to teach grammar or write anything if a child has not yet mastered the previous three stages.

To teach grammar to children, it should be implied through books containing sentences of the same pattern. For example, if the first page contains past sentences and then the following pages also have a pattern of the past. So that after some repetition the child can know when the sentence in the form of the preceding word is used. If the child was taught explicit grammar, that is, with a lengthy explanation of a past form that is complete with a formula to memorize, the child would be confused and eventually be afraid to write. As in speaking, children should start by writing one word, then one short sentence, then one long sentence, then one paragraph and so on. Maybe without realizing it, the boy could suddenly write a book in English.

Things that need to be considered in carrying out English learning activities for early childhood so that learning can achieve the expected goals:

1. Complementing learning activities with visual media and movements and a combination of 'spoken language' with 'body language' or 'demonstration'.
2. Involve children in making visual media.
3. Move from one activity to another activity quickly.
4. Build a routine in the classroom using English.
5. Use your mother tongue if necessary.
6. Teaches based on themes and stimulates children's imagination and creativity.

7. Using stories and contexts that are familiar to children.
8. Collaborate with other teachers in our school.
9. Communicate with teachers or other early childhood teachers outside the school where we teach.

Methods - Methods of Learning English for Early Childhood

There are various methods that can be used for learning English for early childhood, including:

a) TPR Method (Total Physical Response Method)

It was developed by James Asher, a professor of psychology at the state university of SAN JOSE California. This method is an appropriate method for teaching English until childhood where learning prioritizes direct activities related to physical activities and movements. In this way, Asher says that the more frequent or intense a person's memory, the stronger the associated memory association and the easier it is to remember (remember). This remembrance activity is done orally with a movement activity.

Asher has also concluded that learning a language plays a particularly effective role, which means that learning a language by playing a song or telling a story will lessen the pressure to learn one's language. He believes that a positive mood will have a good effect on learning the language of children.

Examples of learning from this method are as follows: when introducing the word stand up, all the children stand up while listening to the word stand up and say the word stand up. Here we as educators do not need to emphasize the introduction of written language, although we can occasionally write the word but it is not a necessity. Then we can strengthen the word recognition while singing and moving according to the song commands:

Every body sit down, sit down, sit down

Every body sit down just like me

Every body stand up, stand up, stand up Every body stand up just like me

It is hoped that the introduction of English with this method can take place continuously and gradually, especially with learning in an interesting way so that children can be happy and cheerful and will maximize their second language learning ability so that Indonesian children who are fluent in English will appear.

b) Long term memory method

Unlike the method that instills the perception that English is a life skill and knowledge, this method prioritizes long term memory in students or learners. This usually applies to teaching English to early childhood. There are several ways to teach English to early childhood with the concept of long term memory to be achieved, namely:

1. Be patient in teaching early childhood. The teaching target referred to is not only patience, but must be fun, fresh and simple. Because children get bored very quickly with monotonous routines, the learning atmosphere is made as comfortable and attractive as possible, also easily understood by early childhood.
2. Always focus on input not just output. The learning process is a long time for children to receive various lessons, children are getting stronger during their learning with habituation and consistency. So, the results obtained will be more optimal than fast learning.
3. Teach children as much vocabulary as they can easily find around them, such as animals, vehicles, shapes, food and drink, fruits and vegetables, family and so on.
4. Use the media to support children's learning. Make the learning atmosphere more active and creative by providing supporting media such as game boards, flashcards, or interactive CDs that are educational and in line with the learning process.
5. Involve children to hone their skills in listening, speaking, reading, and writing. Can use the story telling method and let children understand the contents of the story according to their language, songs and circle time activities to help improve children's learning memory.
6. Everyday phrases in English are very effective in training their abilities, the teacher can pronounce each meeting as a habit such as "Good Morning", "How are you?", "Put your shoes on the shelf", "Sit down please!" , and other expressions in the form of simple greetings or commands.
7. Repeat each sentence so they can remember it long enough. Early childhood remember faster than adults, they will remember something that is repeated and becomes a habit. Early childhood requires a practical, repeatable and consistent learning process.
8. Do not forget to give them rewards as a reward for their achievement and enthusiasm for learning, usually they will be interested and motivated to be the same as their peers with an appreciation and praise, rewards are usually in the form of funny stickers, goods or snacks.

c) Teaching English by Using Song

This method is one of the methods of teaching English by using a song / song as the medium. Given that English is a foreign language in Indonesia, of course the learning process requires an appropriate and effective approach. Not only with singing but singing accompanied by music will help the learning process in children. Because music can enrich the spiritual life and provide a balance of life in children. Through music, humans can express their thoughts and feelings and can control their emotional aspects. Singing is part of music. In essence the songs for children are as follows:

- a. Emotional language, where children can express their feelings, feelings of joy, humor, admiration, and emotion.
- b. Tone Language, because it can be heard, sung, and communicated.
- c. Motion Language, the movements in singing are depicted in rhythm (regular motion / beat), on rhythm (long irregular motion / long beat), and in melody (high and low movement).

The advantages of teaching English using chants are as follows:

- a. Through songs will motivate children to be happier learning English.
- b. By singing the child becomes happy and it is easier to capture the material conveyed by the teacher. However, the ability to choose songs and movements must be appropriate for the child's age because it can have an impact on the success of the English learning process.
- c. by singing the activities of educators to foster children's interest to be happier and more active in learning, it can even make it easier for children to understand the material presented.
- d. Children are made happy, not bored, and interested in the learning process. By singing a child, it will be faster to practice the material presented by the educator. In addition, children's abilities in listening, singing, and creativity can be trained in this way.

d) Teaching English by Using Games

Learning English using games as a medium has the following advantages:

- 1) The delivery of material can be uniform
- 2) By using game media in learning activities, there will be a uniform interpretation of subject educators on the subjects that will be conveyed to their children.

- 3) The learning process is more interesting
- 4) Game media consists of visual (can be seen), audio (can be heard) and motion (can interact) elements. So, this media can arouse children's curiosity, stimulate educators' explanations, allow children to touch the object of lesson study, help them to concretize something abstract and so on.
- 5) The children's learning process is more interactive
- 6) The existence of elements of AI (Artical Intelligence) or artificial intelligence in game media, there will be two-way communication where questions appear randomly on the computer screen and the child will answer the question. With the increasing level of computer programming in AI, the games that are made can be more complex and adapted to the child's own ability level. An example is a simulation game.
- 7) The amount of teaching and learning time can be reduced
- 8) With game media, educators do not need to spend a lot of time explaining the material. With game media, children can train themselves by interacting with game media about the material they want to learn.
- 9) The quality of children's learning can be improved
- 10) Apart from being more efficient in the teaching and learning process as described above, game media can help children absorb the subject matter more deeply and completely. This is because game media is more interesting because there are visual and audio elements but also interactive which allows children to interact with game programs about a subject. An example is the quiz game.
- 11) The learning process can occur anywhere and anytime
- 12) The rapid development of technology has enabled children today to own a laptop at a low price. This device has the advantage that it can be carried anywhere and can be used at any time. Game media is usually in the form of an interactive CD that can be used at any time. So that game media as learning media can be used anytime and anywhere.
- 13) The positive attitude of children towards learning materials and the learning process itself can be improved

- 14) With the media, the teaching and learning process becomes more interesting. This can increase children's love and appreciation of science and the learning process.
- 15) The role of educators can change to a more positive and productive direction
- 16) First, educators do not need to repeat their explanations if this media is used in learning. Second, by reducing verbal (oral) descriptions, educators can pay more attention to other aspects of learning. Third, the role of educators is no longer just a "teacher", but also a learning consultant, advisor, or manager.

e) Teaching English by Using Stories

Learning English can also be done by reading short stories in English. By reading English sentence sentences that are still easy to understand will greatly help children in understanding the English story. The steps of implementing learning English by telling stories are as follows:

- 1) Prepare media, props and if necessary, an educator must memorize the story first.
- 2) Create an atmosphere that is fun, comfortable, and makes children curious about the stories we are going to read.
- 3) Before telling a story, make a pact with the child with the sentence "Don't ask anyone to ask before the mother has finished the story. If anyone wants to ask, please postpone it, okay?"
- 4) Now read the story as passionately and as interestingly as possible.
- 5) After reading the story, ask the children to repeat what we told.
- 6) Then if anyone asks, they are welcome .

Piaget

The theory that is often used in the development of psychology, namely the theory of Piaget and Vygotsky. Both of these theories can provide important information on how children as students are learning languages, especially languages. According to Piaget, children are active learners and thinkers. Children will be continuous with their social and solve the problems children are facing in that environment, so that the learning process is active. This is produced by the children themselves, not from imitating others. Piaget stated that children will always try to find understanding of the environment around them by asking questions because they pay attention to the environment around them. Also from an early age, children always have certain goals and objectives in everything they ask or do.

Piaget (in Arumsari, 2017) divides the schemes that children use to understand their world through four main periods that correlate with and become more sophisticated as they age, namely: sensorimotor, preoperative, concrete operations, and formal operations. so all children will definitely not pass through this stage of the sequence even though it is different through different stages and speeds that he believes

The following is a summary table of cognitive development according to Piaget:

Table 1 The stages of development of Cognition

Stage	Age	the main achievement
Sensorimotor	0-2 years	Concept formation - object objectivity and gradual progression of goal-directed behavioral reflexes
praoperasional	2-7 years	The development of the ability to use symbols to represent objects in this world. Thought is still egocentric and centered
Operasional konkret	7-11 years	Improved logical thinking skills. New skills include the use of reversible operations. Thinking is not centralized, and problem solving is less constrained by egocentrism. Abstract thinking is impossible
Operasional format	11- adult	Abstract and purely symbolic thinking is possible. Problems can be solved through the use of systematic experimentation.

According to Vygotsky (in Fakhrudin, 2015), it is different from the theory put forward by Piaget about language and early childhood. Vygotsky argues that language is a very important factor for the development of young children. Through language, Vygotsky believed that a child was absorbing new understandings, or even new values that he considered useful, at least for himself.

Children are part of social. The center of development and learning in children occurs in a social context. The social context is when the child is in a world full of other people, who are related to the child from birth. People in the surrounding environment have an important role to play in helping children in the learning process, through play and games, storytelling, talking, showing objects and ideas, etc. Here the adults in the neighborhood are world mediators for children. With the help of adults in their social environment or

help from their teachers at school, children can do and understand a lot more than they can do and understand on their own.

Closing

The ability to speak English is an ability that is very much needed in this modern era. The process of learning language is continuously carried out by listening to or recording the words it hears in everyday life. language is a symbol either verbally or non-verbally. The sound of language that is caught by the ear is identified by its type and grouping into syllables, sentences, and discourse. The more and often do language activities, the more developed the language skills.

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