

Solving Young Learners' Problem in Learning English

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PREFACE

Alhamdulillahirabbil'alamin, in the name of Allah SWT, the most precious and the most merciful who always give health and all of things so that the authors can accomplish this book and then salutation to the prophet Muhammad SAW.

Solving Young Learners' Problem in Learning English book is developed based on authors' research in some high school related to English learning. This book consists of 15 articles. Each article discusses about problem in learning English for young learners and the solution to resolve those problems.

This book would not have been possible without helps and supports from many parties. Authors would like to express our gratitude and thanks to supervisor, Ms. Loli Safitri, M.Pd., the headmasters, the teachers, and also the students who have helped and supported authors during collecting the data, and developing the articles. Author realized that nothing is perfect, including this whole series of articles. Therefore, authors would like to ask apologize if our readers find flaws in these articles. Hopefully this book is able to help English teachers to solve some problems that may be found in English learning for young learners.

Bukittinggi, September 2022

Authors

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**USING SIMPLE VOCABULARY GAMES TO
INCREASE INTEREST IN BASIC ENGLISH
LEARNING FOR YOUNG LEARNERS AT SDN 09
AIA PACAH PADANG**

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Abstract

Young learners are facing a phase where English language education becomes an education that is tailored to the needs of the school. This happened because of the change of curriculum. This phenomenon makes students think that English is not an important subject so that their interest in learning it decreases even though English is a lesson that must be instilled early on in the younger generation of students. Therefore, it is very necessary to make efforts to attract students' interest in learning English as interestingly as possible, especially in Aia Pacah, Padang. This article will discuss the use of English learning methods by combining English into vocabulary games to bring back students' interest in learning and students' activeness in learning English. Through this quantitative descriptive research using the classroom action method, it can be proven that vocabulary games can increase students' interest in learning English.

Keywords: *Students Interest, Young Learners, Vocabulary Game.*

A. INTRODUCTION

Education for early childhood is very important. Basically, early childhood has a high curiosity and thirst for knowledge for something new and something they don't know. One of them is language education which along with their development and growth can help them in expressing themselves and doing many other activities such as singing, speaking and telling stories. Providing language education to early childhood is also very easy because young students tend to quickly apply new things to their daily lives, for example vocabulary. With this, English education is also a form of language education that must be given to early childhood.

There are many advantages to learning English for young learners, some of which are able to master foreign languages, have global competitiveness and make it easier for students to interact with tourists. It is tantamount to preparing people to be able to freely navigate the world of science, technology and the times without neglecting national culture.

English education has long been implemented in Indonesian schools. Even though the learning curriculum is often changed, it does not eliminate English education as compulsory learning in schools. In contrast to the case with the phenomenon of education that has recently occurred. The transition of the KTSP curriculum which has been implemented since the enactment of Law No.20 of 2003 to the 2013 curriculum has had an impact on English language education. Which when the implementation of the 2013 curriculum was applied for the first time only for the junior high school level, while education levels such as Early Childhood Education, Kindergarten and Elementary School levels made English a non-compulsory subject but only local content. English education seems to be neglected so that students' arguments appear that English is less important, adding another negative argument about English, namely difficult and uninteresting lessons. Even though the 2013 curriculum was considered rushed, corrections were still made to the curriculum so that English education became a compulsory subject after the change of the new curriculum, namely the Merdeka Belajar curriculum.

This phenomenon is of course also a challenge for educators in their role in restoring and building the spirit of young students by thinking about strategies and methods that are suitable to restore students' interest in learning English. According to Hurlock (2004: 114) interest is the urge to do something in accordance with what they want. The lack of students' interest in learning English is the main problem that must be solved first because it will greatly affect the success of students in absorbing English knowledge.

The Ministry of Education and Culture has now established a new curriculum, namely the Merdeka Belajar curriculum and has begun to be applied at various levels of education in Indonesia, such as PAUD, Kindergarten, SD/MI, SMP/MTs, SMA/SMK/MA, Special Education, and Welfare. At the elementary school level, the changes that occur in English education which has returned to become a compulsory subject, although the Ministry of Education and Culture continues to note that these changes can still be reconsidered by the school by adjusting the circumstances and interests.

SDN 09 Aia Pacah where located in Padang City, is one of the schools that have implemented the Merdeka Belajar curriculum. The school has set English as a compulsory subject for grades 1 and 4 only as a form of decision, adjustment of circumstances and interests of schools and students.

In this article, the researcher will discuss and present to students especially at SDN 09 Aia Pacah about English learning strategies for young learners with the aim of attracting interest in learning English from the ground up by combining learning with easy and simple vocabulary games. According to Alpino (2017: 182) Vocabulary is a basic in learning a foreign language. Therefore, researchers are interested in titling this article with "*Using Simple Vocabulary Games to Increase Interest in Basic English Learning For Young Learners At SDN 09 Aia Pacah, Padang* "

B. METHODOLOGY

The research method is one of the important aspects that must be prepared, especially in writing reports and articles to find out the problems that occur in the field which will then be described in an

analysis so that it becomes a conclusion. The type of research used in this article is Classroom Action Research by presenting a spiral step of implementing vocabulary games that are able to restore young students' interest in learning English.

In obtaining data in the discussion of this article, researchers accessed reference sources via the internet in the form of books, articles and journals to be quoted. In addition, the researcher involved himself in an elementary school, namely SDN 09 Aia Pacah to do service and apply basic, simple and interesting English learning strategies especially for IVth grade students. In this case, the researcher hopes that the students are able to increase their interest in learning English and change their argument that learning English is interesting, important and not difficult.

C. DISCUSSION

1. Student Interest

Interest is an important element in the learning process. Understanding and absorption of knowledge will be very easy if there is interest in oneself. Interest is individual that arises and is

created in each of them. The greater the interest in learning, the easier it is for someone to understand knowledge. Likewise for young learners, they will have long-term adverse effects if there is no interest in learning from within themselves, especially in the learning outcomes to be achieved.

According to Slameto (2010: 57) interest is a persistent tendency to pay attention and remember some activities. Activities that are observed and cared for continuously by humans are accompanied by a sense of satisfaction and pleasure in living them. So it can be said that interest can be in the form of an urge to do something that is desired in oneself. It can be concluded that interest is a form of liking and being interested in a thing or activity without coercion from others.

According to Anurrahman in Nenggala (2018), developing students' interest in a lesson basically aims to help students see how the relationship between the material being studied and themselves is. Learning is also a process of assimilating and connecting the material learned

with the experiences of a person so that his experience of a particular object becomes more solid. In addition, students must have an awareness that learning is a form of activity to build change from within themselves. Likewise, learning English can change students towards a more advanced and global direction.

a. Indicators of Student Interest in Learning

According to Safari in Afrizal (2018: 11) some indicators of interest in learning are as follows:

1) Feeling of Pleasure

By creating feelings of pleasure or liking for a subject, students tend to explore the subjects they enjoy and even deepen their knowledge of these subjects without any coercion from others.

2) Student Interested

Related to the power of motion that encourages students to tend to feel interested in something familiar or can be an affective experience stimulated by the activity itself.

3) Attention

Students who have an interest in a particular object will automatically pay attention to the object. Basically attention is the concentration or activity of the soul towards observation and understanding, and is focused on a specific object.

4) Student involvement

A person's interest in an object that causes the person to be happy and interested in doing or working on the activities of the object.

So it can be concluded that there are four variables that indicate and indicate student interest in learning, there are feelings of pleasure, student interest, attention and student involvement. These four points are an indirect benchmark for the size of students' interest in learning.

b. Aspect of Interest

Hurlock (2004: 116) suggests that there are two aspects of interest, namely:

1) Cognitive Aspect

The cognitive aspect of interest is something that is based on concepts

developed by children regarding fields related to their interests. Cognitive aspects can be seen from:

a) The need for information

Children who have a high curiosity will dig up as much information as possible from any source. This happens because the child's high desire or interest in knowing something. Therefore, children will dig up information about things they want to know.

b) Curiosity

Curiosity is what happens when we are interested in something. The amount of curiosity will determine the level of a person's interest in something. The greater a person's interest in something, the more curiosity will arise. So, high curiosity about something that makes children interested in something.

2) Affective Aspect

Hurlock (2004: 117) says that the affective aspect develops from personal experience or a person's, as can be obtained from parents, teachers, and peers related to interest in something

a) Experience from parents

The amount of parental support for children will affect the child's interest in doing something. For example, when a child is very fond of painting and his parents approach and pay attention to his child's talent by buying drawing books, stationery and other drawing tools such as crayons. This attention will encourage the child's desire to develop his interests because he feels he has the support of his parents so that he becomes excited to paint or develop his interests. Conversely, if children do not get attention and support from their parents about things they like, their interest in themselves will also

decrease because they feel a lack of support from their parents so that their interest in doing anything will slowly disappear. Therefore, support and attention from parents is important in increasing young learners or children's interest because it becomes a personal experience that motivates young learners.

b) Experience from teachers

Teachers also have a role in fostering student interest through the way of teaching or the attitude shown when teaching. By seeing inspiring things from within the teacher will motivate students and make them an example to be imitated.

c) Experience from peers

The environment will also affect the child's interest in doing something. Children will also look for a suitable environment or friends so that they can increase their interest or desire in any case. In addition,

through their peers, children's mindsets can also develop and improve because a sense of comfortable socializing allows students to exchange ideas and share what they know.

It can be concluded that students' interest in learning can grow from the cognitive and affective aspects that support student learning itself. The greater the students' awareness of information and their curiosity about science and supported by their external experiences, the greater their interest and attraction to learning.

c. Characteristics of Interest

According to Nenggala (2018: 5), developing students' interest in a lesson is basically helping students see how the relationship between the material they learn and themselves is related. Students need to realize that their learning experience will

bring about a change in themselves. Learning is also a means to an important goal.

Meanwhile, according to Slameto in Annisa (2021) the characteristics of interest are:

- 1) Have a constant tendency to pay attention and remember something that is learned continuously.
- 2) There is a sense of like and happy about something that is of interest.
- 3) Obtaining something of pride or satisfaction in something of interest.
- 4) Prefers one thing that interests him more than others.

The existence of interest or not in a child can be seen from the influence of learning itself. Students with high learning interest will get positive things from the knowledge they get from learning.

d. Factors Affecting Interest in Learning

According to Prasetiawan in Annisa (2021) there are 3 factors that influence interest in learning.

1) Factors that come from students themselves

a) Have a clear goal

Learning is a necessity for students. By studying they will gain a lot of knowledge. For that, they must understand and understand the importance of learning for their success in the future. Therefore, when students already know the goals or benefits of learning, there will be interest from within them to achieve the goals they want to achieve. So, the size of the student's interest in learning can be determined from how many goals he wants to achieve.

b) Useful or not something to learn for themselves

When learning students will think about what benefits they get from learning something. When a lesson is deemed unnecessary, most students will not follow it. For

example, in attending extracurricular activities at school, students are more likely to choose according to what they need or benefit themselves.

c) Physical and mental health

Health is a very influential thing in the teaching and learning process because it will affect the comfort of students when they are in class. For example, when students are sick, they will not focus on following the lesson so that it will affect students' understanding and interest in focus to the teacher's explanation in class. Likewise with students who have problems with their mental state, such as family problems that are carried away by students so that they do not focus when studying.

2) Factors originating from the school environment

a) How teacher deliver the lesson

The way in which learning is delivered by the teacher will

affect students' interest in participating in learning in class. If the teacher is good at creating a comfortable atmosphere, the material is in accordance with the needs of students and the material that has been mastered by the teacher, it will foster enthusiasm or interest in students in learning. And vice versa if the teacher is not good at conveying material such as the teacher's lack of understanding of the material, the lack of teacher skills in attracting students' attention will lead to a lack of student interest in participating in learning at school.

- b) There is a personal conflict between teachers and students

Conflict between students and teachers will create an uncomfortable atmosphere between the two. Therefore, the

existence of personal conflicts between students and teachers will cause students to lose interest in participating in the teaching and learning process.

c) The atmosphere of the school environment

The atmosphere of the school environment is also a determinant of increasing student interest in learning, such as facilities, place and climate in the school environment.

3) Factors from the family and community environment

a) The problem of broken homes.

The problems that exist in the students' families will affect their interest in following lessons at school. These problems will disturb their minds so that they lack of interest and focus in paying attention to the teacher in class.

- b) The main attention of students is devoted to activities outside of school.

The existence of activities outside of school is also a determinant of student interest in learning, such as when students are studying in class and they see another class being marching band outside, sometimes their minds will be disturbed to come out, this can cause a lack of student interest in learning.

2. Young Learners

Young learners are early childhood who have a need for knowledge of a second language or foreign language that is focused on pre-school and elementary school students with an age range of 4 to 11-12 years.

According to the 2003 National Education System Law, Article 1 paragraph 14 in Aidil (2018), early childhood education is a coaching effort aimed at children from birth to the age of 6 which is carried out through the

provision of educational stimuli to help growth and spiritual development so that children have readiness in enter further education. Followed by the opinion of Aidil (2018: 195), another limitation on children based on developmental psychology is between the ages of 0-8 years.

At the first level, compulsory education is regulated in Law No. 20 of 2003 Article 34 which states that the compulsory education program starts from the minimum or basic level (elementary school). At this level, children must be equipped with learning a second language or a foreign language, such as English.

According to Ayunisa (2021) teaching English at the elementary school level is the right decision because the elementary school level is at an age with very high learning interest and motivation. Children under 10 years of age are much better at acquiring and digesting a second/foreign language than children who have reached puberty. For example, in several countries in Southeast Asia, they are proficient in English because in general they apply a second

language in their daily life starting from an early age / pre-school period.

a. Categories of Young Learners.

According to Devinta et al in Zobi (2019), Young learners development is divided into 4 categories as follows:

1) Age 4-6 Years

Young learners at this age are already able to listen, communicate, and have a larger vocabulary.

2) Age 3-6 Years

At this age, young learners are able to communicate and listen and recognize vocabulary and concrete objects that are close to their environment even though they are not familiar with grammar because they are still in the category of very young learners, namely at the Early Childhood Education / PAUD level.

3) Age 7-9 Years

At this age, young learners are already at the elementary school level in grades 1-3. At this age, young learners can read, compose sentences and already have a

concrete vocabulary that is close to their environment.

1) Age 10-12 Years

Skills such as reading, communicating, listening, having a concrete vocabulary and understanding inductive English grammar have been able to be mastered by young learners at this age.

b. Characteristics of Young Learners.

Characteristics of young learners according to Clark (1990); Scott & Ytreberg (1992) and Halliwell (1994) in Ayunisa (2021) are as follows:

- 1) Young learners are able to interpret a sentence without the need to translate word for word. They are also able to interpret intonation, gestures and facial expressions as well as expressive in showing feelings.
- 2) They have the ability and are skilled in arranging words into sentences. Young learners tend to be enthusiastic in speaking both orally and in writing.

- 3) They are able to retell an incident in detail. Young learners have a strong memory and they have a very pure attitude so that they can convey any activity and incident in a significant and straightforward manner.
- 4) They are able to plan activities. Young learners has a good level of discipline, so that every activity they want to do is planned before the activity they do is finished.
- 5) Able to argue and give the right reasons with the argument. In fact, it is not uncommon for children's arguments to be difficult for adults to deny.
- 6) Use common sense.
- 7) Able to vary the intonation in their mother tongue.

In learning, early young learners tends to still learn while playing. They are also able to create their own learning environment and tactics as pleasant and comfortable as they are. For example, enjoying the learning process without feeling melted and bored by taking the learning process by playing even with good learning

absorption. As quoted from Kasbola (1993: 12) *Learning by doing* or can be interpreted by learning while playing.

3. Vocabulary Games

a. Vocabulary

There are several factors that influence a person in communicating and learning a language. One of them is vocabulary. According to Alqahtani (2015); Erkaya & Drower (2012) and Ahmadi et al (2012) say that one of the most important factors that a person must master in learning a language is vocabulary. Vocabulary is knowledge of words and their meanings, Alizadeh (2016). According to Linse (2005) in the journal Khorasgani & Kanehgir (2017) emphasizes that good vocabulary mastery affects a person's mastery of a language.

In the opinion of the experts above, it can be said that words are one of the important elements that must be mastered by someone in language. Vocabulary is also not just an ordinary list of words but a language component that can help humans share

information and interpret every meaning through words. Someone who has a lot of knowledge about words will sound good at saying words. So it can be said that without understanding words, someone will find it difficult to express because they are not able to compose sentences. By learning vocabulary is also a basic stage in learning to speak, read and write correctly so it is very good if taught from an early age.

1) Types of Vocabulary

Jo Ann Aebersold and Mary Lee Field (1997) classify vocabulary into two categories, namely:

- Receptive vocabulary is vocabulary that readers recognize when they encounter them but cannot use them when speaking or writing.
- Productive vocabulary is vocabulary that is actually used for speaking and writing.

From the types of vocabulary above, it can be concluded that there are vocabulary that is only to be recognized

but cannot be used in communicating or writing and there is also vocabulary that we not only know but can also be used in any context.

2) Technique in Presenting Vocabulary

There are many ways to present vocabulary, according to Miftahul Jannah (2011), that are:

- a) Say the words clearly and write them on the blackboard

The teacher gives an example first how to pronounce this word correctly, and say it clearly, then ask the students to follow and repeat it, after that write on the blackboard.

- b) Ask the class to repeat the word in the chorus

The teacher tries repeatedly, so the students can practice more, and they please understand.

- c) Translate words into students' own language.

The teacher gives words to the prepared text, and also asks them to

translate it into the student's own language.

- d) Ask students to translate the words.

Usually, the teacher gives the text, positive correctly. after that, Ask students to translate the word.

- e) Draw a picture to show what the word means.

One of the new word presentation techniques is drawing to show and explain the word means.

- f) Give an English example to show how the word is used.

The teacher gives an example of English first, and the students follow it again and again that, he hopes to show how tshe word is used.

- g) Ask a question using a new word.

After the teacher gives an example of English, follow it, and repeat it correctly. Then the teacher asks questions using new words to

measure whether accessible or not by students.

With this method, there are many advantages that can be obtained. Students can know, pronounce, use and understand the meaning of new words. This method is very good and makes it easy for the teacher to use according to the level of students and learning needs.

b. Games

There are many interesting methods and strategies that can be applied in learning English. One of them is a simple games. Simple games and operational models of real-life situations that provide representative participation in various roles and events, Gerlach and Ely, 1980). While Hadfield (1995) states that the game is an activity with rules, goals, and elements of fun.

Games have many benefits when paired with language learning. It offers students to engage with something fun, not boring and a relaxed learning atmosphere.

According to Uberman (1998) After learning and practicing new vocabulary, students have the opportunity to use the language in a way that is not stressful. By paying attention and understanding the content of the learning combined with the rules of the game, a sense of desire to win / ambition emerges. In addition, simple games will also be considered a pattern of thinking about negative judgments. According to Horwitz, Horwitz and Cope (1986) feel worry about negative things is one of the main factors that prevent language learners from using the target language in general.

So it can be said that simple, context-oriented and challenging games will reduce anxiety in telling students to be good and basic competencies will be achieved

c. Kinds of Games in Language Learning

There are several kinds of simple games that can be applied in language teaching, namely:

1) Fill in the blank

The first step, the researcher explained about the vocabulary and its meaning and wrote it on the blackboard in the form of a list. Next, the researcher deleted one of the words that had been presented, both English vocabulary and its meaning. Then the researcher asked the students to take the initiative to fill in the blanks with the correct answer. This game is done individually to increase student activity while learning.

2) Watch and Say.

In this game, researchers must prepare the necessary media. Like a trapping picture, then students say their English. Students in this game do it simultaneously to train students' focus and understanding of the material described.

3) Find the Word.

This game is intended to train teamwork. The researcher divides the students according to the order of the students' seats, then the students conduct

discussions to answer and find words related to the teaching material that has been explained. The form of instruction is found on student worksheets that the researcher has prepared.

4) Crosswords.

This game is done individually and is done as a class assignment or homework. This crossword puzzle is very good as an evaluation for teachers of students to see students' understanding and memory of learning material.

5) Guessing Game

The basic role of guessing game is very simple. One person knows something that the other person wants to know. Things to guess can be very different from game to game. It can be a word, an object, an activity, or many other things.

6) Picture Game

This game involves students to practice speaking and listening. Students make a story according to the picture given

by the teacher. One by one read the story then the others listened to their friends.

7) Sound Game

This game provides an opportunity for students to express their ideas. Such games can stimulate students' imagination and thinking, and give them the opportunity to practice listening and speaking. Students can guess the object described by the sound, or create a dialogue or story.

8) Mime

This game can be played in pairs, groups or even by the whole class. This game makes students guess what their friends are showing through gestures and expressions. It can be a person, object, or action.

Here it can be seen that there are many types of games that can be applied in language teaching to arouse students' interest in language learning and make students active and communicative in the classroom and there are also many types of games that can be used. Based on the description above, the

purpose of this study is to provide an overview of how to increase students' interest to learn English in English learning classroom by using games.

It can be used that word games are very varied, effective and suitable for training students' language skills. The method of combining games with basic elements in language is also the right effort to increase students' interest in learning English from the basic.

4. Learning Process

a. Planning

Planning is the first step in conducting research. And the results of a planning that the researchers did were: conducting simple interviews about the curriculum and the material being taught, compiling a Learning Process Plan, preparing teaching materials, preparing a list of student names, providing research instruments such as observation sheets, notes, cell phones, in focus and planning and match the material and teaching media.

b. Action

There are several steps taken, such as providing a sense of comfort as an approach to students, explaining the material and implementing the method you want to use based on indicators and basic competencies. And lastly, giving a pre-test to determine the condition of students before the research was carried out.

At this stage, the researcher began to apply research based on the procedures for using simple vocabulary games to increase students' interest in learning English fundamentally at SDN 09 Aia Pacah, Padang. The games that the researchers will apply are:

1) Fill in the blank

The first step, the researcher explained about the vocabulary and its meaning and wrote it on the blackboard in the form of a list. Next, the researcher deleted one of the words that had been presented, both English vocabulary and its meaning. Then the researcher asked the students to take the initiative to fill in the blanks with the

correct answer. This game is done individually to increase student activity while learning.

2) Watch and Say

In this game, researchers must prepare the necessary media. Like a trapping picture, then students say their English. Students in this game do it simultaneously to train students' focus and understanding of the material described.

3) Find the Word

This game is intended to train teamwork. The researcher divides the students according to the order of the students' seats, then the students conduct discussions to answer and find words related to the teaching material that has been explained. The form of instruction is found on student worksheets that the researcher has prepared.

4) Crosswords

This game is done individually and is done as a class assignment or homework. This crossword puzzle is very good as an

evaluation for teachers of students to see students' understanding and memory of learning material.

To collect the data, researchers need full 1 month. Precisely between August and September. Which also coincides with the beginning of the semester for class IV“A so that it is in line with the learning process in class.

5. Data Collection

Researchers in this observation using a behavioral checklist as a data collection technique. In addition, the researcher uses notes to describe the classroom situation during the research process so that the researcher can draw conclusions at the end of the study.

The researcher also uses the Quantitative Descriptive Analysis technique to find out in detail how the students' interest increases in each cycle. This is done with a percentage and the formula used to calculate the average percentage is:

$$P = \frac{f}{N} 100\%$$

Note:

f : Frequency of the percentage to be calculated.

N : Total of Students.

P : Percentage of Student Learning Motivation.

This study was calculated based on the observations of researchers with the criteria of increasing student interest above 75% of the total students. The following is the percentage criteria for calculating interest based on the compatibility of the number of students:

0-20%	Too low
21-40%	Less
41-60%	Enough
61-80%	Good
81-100%	Very Good

a. Cycle 1

The process of collecting qualitative data in cycle 1 was carried out using observation sheets during the learning process before applying vocabulary games in learning English.

Table 1: Cycle 1 (Observation results of students' interest in learning English)

No	Pernyataan	Meeting	%
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		I	II	
1	Siswa aktif selama proses pembelajaran.	16	18	56,6
2	Siswa melibatkan diri untuk bertanya mengenai materi pembelajaran yang kurang dipahami.	5	9	23,3
3	Siswa aktif dan antusias saat menjawab pertanyaan guru.	5	15	33,3
4	Siswa aktif dalam melaksanakan tugas.	6	16	36,6
5	Siswa memperhatikan dan mencatat informasi dari guru.	14	16	50,0
6	Siswa mengerjakan tugas yang diberikan dengan serius.	16	16	53,3
7	Siswa antusias dalam mengerjakan tugas individu.	11	18	48,3
8	Siswa antusias dalam mengerjakan tugas kelompok.	15	16	51,5

From the table above, it can be seen that class IV'A SDN 09 Aia Pacah Padang has low interest in learning English.

b. Cycle 2

In cycle 2, it will bring up the effect of applying vocabulary games on students' interest in learning English.

Table 2: Cycle 2 (Observation results of students' interest in learning English using vocabulary games)

No	Pernyataan	Meeting		%
		I	II	
1	Siswa aktif selama proses pembelajaran.	23	26	81,6
2	Siswa melibatkan diri untuk bertanya mengenai materi pembelajaran yang kurang dipahami.	10	21	51,6
3	Siswa aktif dan antusias saat menjawab pertanyaan guru.	22	24	76,0
4	Siswa aktif dalam melaksanakan tugas.	22	26	80,0
5	Siswa memperhatikan dan mencatat informasi	26	28	90,0

	dari guru.			
6	Siswa mengerjakan tugas yang diberikan dengan serius.	25	27	86,6
7	Siswa antusias dalam mengerjakan tugas individu.	21	24	75,0
8	Siswa antusias dalam mengerjakan tugas kelompok.	25	27	86,6

Note: From the table above, it can be seen that class IV'A SDN 09 Aia Pacah Padang experienced an increase in their interest in learning English after the implementation of vocabulary games in their English learning process in class.

c. Evaluation

The results of the analysis in each cycle must be evaluated, here are the results:

1) Cycle 1

Based on the results of descriptive analysis, the average score of the students' pre-test in English is 59.13 with an ideal score of 100. The maximum score is 70 and the minimum is 30. So it is still categorized as low.

Table 3: Pre-test cycle 1

KKM	Kategori	Frekuensi	%
0-69	Tidak Tuntas	21	70
70-100	Tuntas	9	30
Jumlah		30	100

In contrast to the test scores for learning English using a vocabulary game strategy, the results obtained are as follows.

Tabel 4: Post-test siklus 1

KKM	Kategori	Frekuensi	%
0-69	Tidak Tuntas	7	23,3
70-100	Tuntas	23	76,6
Jumlah		30	100

2) Cycle 2

The results of the analysis of test scores after using the learning method using vocabulary games are as follows:

Table 5: Post-test cycle 2

KKM	Kategori	Frekuensi	%
0-69	Tidak Tuntas	1	3,33
70-100	Tuntas	29	96,66
Jumlah		30	100

3)

Reflection

a) Cycle 1.

In the initial post-test, students had a fairly low interest in learning and some students fell asleep in class when it was time to do assignments. Generally, when the material explanation is in progress, students are passive and do not ask about what they do not understand.

b) Cycle 2.

In the method of combining vocabulary games with English learning, it can be seen that there is a change in student interest in learning which is starting to increase so that it can be said that the weakness is in cycle.

D. CONCLUSION

Young Learners are early childhood children who have a need and need for knowledge of a second language or foreign language that is focused on pre-school and elementary school students with an age range of 4 to 11-12 years. Students' interest in learning can grow from aspects and factors that

support student learning itself. In early childhood, it is necessary to instill the importance of learning foreign languages such as English. There are many advantages when early childhood is introduced to learning English, one of which can help students communicate with tourists and can express themselves by not only using their mother tongue.

Introducing English education to early childhood can start from the basic level of the English language. One of them is Vocabulary. Vocabulary is an important and most basic component for people who want to know a language. Without vocabulary, a person will find it difficult to compose sentences, speak and even convey information.

Emphasis on learning English vocabulary is very good done early on, it can be done anywhere, one of them is in school. There are many methods / strategies of educators to increase students' interest in learning English after the phenomenon of the 2013 curriculum change towards the Independent Learning curriculum which has an impact on interest in learning English for early childhood students in Indonesia. One of them combines games that are

interesting, fun and not boring into learning English. In this condition, what learning competence will be achieved if the teacher is able to adjust the conditions of students in the classroom with appropriate learning strategies and methods.

The forms of simple vocabulary games that can be applied by the teacher in the classroom are: Filling in the Dots. The first step, the researcher explained about the vocabulary and its meaning and wrote it on the blackboard in the form of a list. Next, the researcher deleted one of the words that had been presented, both English vocabulary and its meaning. Then the researcher asked the students to take the initiative to fill in the blanks with the correct answer. This game is done individually to increase student activity while learning. Watch and Say. In this game, researchers must prepare the necessary media. Like a trapping picture, then students say their English. Students in this game do it simultaneously to train students' focus and understanding of the material described. Find Word. This game is intended to train teamwork. The researcher divides the students according to the order of the students' seats, then the students conduct discussions to answer and find

words related to the teaching material that has been explained. The form of instruction is found on student worksheets that the researcher has prepared. Crossword puzzle. This game is done individually and is done as a class assignment or homework. This crossword puzzle is very good as an evaluation for teachers of students to see students' understanding and memory of learning material. And there are many other examples so that teachers can condition the situation, class conditions and student needs.

From the research that has been completed by the researcher, it can be concluded that the fourth grade students of SDN 09 Aia Pacah who were the research subjects experienced increased interest in learning after the application of 4 types of simple vocabulary games were combined into the English learning process. The teacher as a facilitator has a great influence as seen in the data in cycle 1 and cycle 2.

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**SOCIALIZATION OF THE USE OF CHILDREN'S
SONG INTRODUCTION IN LEARNING NUMBERS
IN ENGLISH FOR THE FIRST GRADE OF SD IT
INSAN KAMIL BUKITTINGGI**

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Abstract

Language is a tool for communicating with each other, One of the functions of language is as an introduction to the world of education, learning language is very important for life, therefore Indonesian education applies several language subjects, one of which is English. English has been used in Indonesian education for a very long time, English lessons are now being applied at the elementary school level. Of course, elementary school students start the introduction of English by recognizing numbers, it will be very easy to understand if they are taught to recognize numbers in English. Teaching English at the elementary school level is not easy because basically students have difficulties and problems they face in learning English, including concentration that is easily distracted, feeling bored, difficult to remember, how to pronounce and others. Therefore, the teacher must have a teaching strategy, especially in teaching English numbers, one of the strategies used by the teacher is to use songs. English children's songs are able to provide an interesting atmosphere with enjoy and can also help learning for children to make it easier to

memorize numbers. So that children can enjoy learning numbers more and students will not get bored easily and their attention will focus on learning. In this research the researcher collect data through descriptive qualitative. Then the instrument used to collect data in this study is by conducting observations, interviews, and documentation. This research was conducted at SD IT Insan Kamil, Bukittinggi City.

Keywords: *Learning Difficulties, Numbers, Children Song*

A. INTRODUCTION

Language is a tool for communicating with each other. In the use of language, we need to pay attention to the arrangement of sounds or speech in a structured manner so that it is easily understood by others. According to Plato, "language is a statement of one's thoughts through nouns and speech which is a reflection of one's ideas in the flow of air through the mouth. Meanwhile, according to Santoso, language is a series of sounds produced by conscious human speech. Then, Syamsudin argues that language is a tool used to shape thoughts and actions, which can describe a person's personality, whether good or bad. Language is a form of communication that is carried out directly without any preparation, in writing or it can be a sign based on symbols.

From the definition above explains that language is a form not a state or a system of sound symbols of many systems. Besides, language is also a material object that discusses the nature of language itself. The essence of language as substance and form is that in addition to having meaning as an expression of the human mind, it also has a physical element, namely the structure of language. Language is not only as toll communication to deliver the process of human relations, but language is able to change all human life. This means that language is the most important aspect of human life.

In general, language has a main function in people's lives, namely as follows, language is a means of self-expression, since childhood language is a means of expressing and expressing oneself to parents. Then, language as a communication tool, language is used to convey certain intentions so that other people can understand. When communicating, language is used and adapted to the person being to spoken, with the aim that the meaning of the language is easily conveyed. Furthermore, language as an interaction tool for social adaptation, when adapting to the social environment, everyone will

choose the language used depending on the situation and conditions faced in order to easily adapt to the environment. And, language as a tool of social control, language is used very effectively.

In language education, it greatly affects the intellectual, emotional, and social aspects of students. Language supports the success of students in learning their field of study. Language learning is expected to be able to help students recognize themselves, their culture, and the cultures of others. In addition, language learning can equip students to be able to convey ideas, feelings accompanied by analytical and imaginative abilities that exist within them.

In line with its understanding and function, language can be interpreted as an introduction to the world of education. With language, many people understand and understand, especially regarding the world of education. Indonesian education studies several languages, both Indonesian and foreign languages, one of the foreign languages studied in Indonesia is English.

English is the main delivery communication medium for people in England, the United States and countries that make English their official language.

English is used by many countries in the world, including Indonesia. In Indonesia, foreign languages are one of the vital communication media in this era. Mastery of foreign languages is one of the important requirements so that the younger generation is not only able to survive but also be able to compete with other languages in this era.

English has been used in Indonesian education for a very long time, and recently the government issued an independent curriculum in which English is a compulsory subject in elementary schools. Teaching English to elementary school students is very different from teaching English at the junior/high school level. This is because the difficulties and problems faced by elementary, middle, and high school children are very different. Elementary school students certainly have difficulties in many ways in learning English, not to mention the problems they face, one of which is that students will find it difficult to learn English due to the way of pronunciation, writing, and others. And also elementary school students are very easy to get bored, their minds keep wanting to play, boredom that can't be controlled and so on. Learning English

for elementary level is only limited to introduction and basics. Elementary school students need learning related to basic things such as letters of the alphabet, numbers, various fruits, various animals, various colors, and a little simple conversation.

First grade elementary school students are individual figures who are undergoing a process of rapid and fundamental development for later life or can be called early childhood. In early childhood children's interest in numbers is generally great. This can be seen around the child's life environment. Various forms of numbers that are often encountered by children, for example: numbers on wall clocks, currency, sizes, ages, calendars, cake slices, the number of fruits and others. So starting the introduction of English by recognizing numbers in English will make it easier for students to better understand learning numbers in English. By learning numbers in English, children will have no difficulty in understanding them because numbers are not foreign to children. Learning numbers for early childhood does not mean learning that requires children to be able to count to 1 to 100 or more. Learning numbers for early childhood is more about

introducing the concept of numbers and symbols of a number. Apriliani (2013) argues that learning numbers in early childhood is still in the process of recognizing numbers where not only knowing the shape of the number but also knowing the meaning of the number.

Therefore, the teacher must be able to make learning strategies that are able to change the classroom atmosphere so that students can easily digest, understand and remember every number in English mentioned by the teacher. One of the strategies for teaching English teachers to children is to use songs.

The song is an excellent tool to help a student's English learning process, more specifically the song is believed to be able to motivate students during English learning, besides that the song can also improve strong memory for children and children will be more sensitive to sound so that by Using children's songs is expected to be easier to remember learning. Songs can also make the class more interesting and lively. When children like the song taught by the teacher, they will be happy and enthusiastic to do it. And that's when, indirectly they

are learning something. The use of songs in learning must be effective, there are several things that must be considered, namely the ability of students and the type of songs to be used. There are several types of songs that are not suitable for learning, For example, the pronunciation is not good or even difficult for students to understand. We use various types of songs according to the needs in the classroom. Such as children's songs for elementary school children, animal songs, number songs, food songs, activity songs, and others.

Children's songs are a means of educating children, because children's songs can convey messages in a simple and fun way. Children's songs are also one of the very good teaching materials for children learning to count for early childhood or elementary school children. English children's songs are able to provide an interesting atmosphere with joy and can also help learning for children to make it easier to memorize numbers. So that children can enjoy learning numbers more and students will not get bored easily and their attention will focus on learning.

The number learning activity in English for elementary school students was carried out at SD IT Insan Kamil, Bukittinggi City by listening to children's songs. One of the children's songs used in learning numbers is "ten little numbers".

B. METHODOLOGY

The type of research used by the author in this research is descriptive qualitative research which aims to find out and describe how the picture of learning numbers for first grade elementary school students in English by using children's songs in detail and thoroughly. According to Creswell (2013), qualitative research methods are one type of research that describes and understands a meaning by individuals or groups that come from social problems.

The data collected by the author is carried out directly or face to face with the speakers, namely by involving one English teacher and 5 grade 1 students. The author interviews the speakers directly or by holding a meeting at a location, namely in the teacher's office at the IT Insan Kamil Elementary School in Bukittinggi.

This research was conducted at SD IT Insan Kamil, Bukittinggi City, which is located at JL. Sutan Syahrir, Tarok Dipo, Kec. Long Guguk, Bukittinggi City. Data were collected by means of observation, interviews, and documentation. The interview with the teacher was carried out in the teacher's room while the name of the teacher being interviewed was Mrs. Putri Nurul Aisyah as an English teacher for grades 1,2 and, 3 in the interview activity the author wanted to find out how the role of children's songs was used in learning numbers, whether students easier to understand, or easier for students to remember numbers in English. And also in the interview the writer wanted to know how the students' response to children's songs in learning English numbers, whether students felt more enthusiastic, more interested, more comfortable, easier to remember, and more focused on learning. And also the author asks what are the difficulties faced by students in class when learning English.

C. DISCUSSION

1. Factors of Students' Learning Difficulties

In general, learning difficulties come from English, namely Learning Disability, which means the inability to learn. Learning difficulties are basic psychological disorders of language use, speaking and writing. According to Sugihartono, learning difficulties are a symptom that appears in students which is characterized by low learning achievement or below the established norms. According to Dalyono , learning difficulties are a condition that causes students to not be able to learn properly. Meanwhile, according to Sabri, learning difficulties are students' difficulties in receiving or absorbing the lessons given at school. Learning difficulties can be interpreted as a condition characterized by the presence of certain obstacles to achieve learning outcomes.

According to Mulyadi, learning difficulties have a broad understanding, including:

- a. Learning disorder is a condition of a person who experiences interference in the learning process due to the emergence of a conflicting response.

- b. Learning disability is a person's inability that refers to learning symptoms below the potential of his knowledge.
- c. Learning dysfunction is a symptom of a learning process that is not functioning properly even though basically there are no signs of mental subnormality, sensory disturbances or other psychological disorders.
- d. Under achiever is a learning process in which a person has intellectual potential above normal, but his learning achievement is low.
- e. A slow learner is a person's slow learning process so it takes time compared to someone else who has the same level of intellectual potential.

From the above understanding it can be concluded that a person's learning difficulties will be marked by the existence of obstacles in the learning process. Recognizing students who have learning difficulties is a difficult activity. According to wood et al, Learning difficulties can be identified directly, many possible causes, many types of symptoms, and many ways to deal with them. The symptoms of students who tend to be

unfavorable and less supportive of the learning and learning process need more and special attention from a teacher. This can be caused by symptoms that are considered unfavorable and should not be carried out or observed by students, but experienced low learning achievement basically indicates learning barriers or difficulties in the students concerned.

The characteristics of students who have learning disabilities can be seen from the following characteristics:

- Low grades/student learning outcomes
- The value/results obtained are not in accordance with the effort and work done by the students.
- Slow in doing and completing tasks and learning activities.

Experts argue that students who have learning difficulties show the following symptoms:

- Shows low learning achievement, or the value is below the average achieved by his classmates in the same class.
- Learning outcomes or learning achievements obtained are not balanced with the efforts they

make, for example students whose efforts have been hard but their scores are always low.

- Students are slow in doing school assignments, meaning that students are always left behind in doing exercises, assignments and so on.
- Students show inappropriate or unnatural attitudes during the learning process, for example students often skip class, often do not come to class, often leave during class hours, and so on.
- Showing deviant behavior, for example, students like to fight against the teacher, never do assignments, do not want to cooperate with other students.

The phenomenon of student learning difficulties is one that is the impact of the learning process of students being low, both coming from themselves (internally) and students' environment (external). According to Aunurrahman, there are two factors that influence student learning difficulties, namely as follows:

- a. Internal factors, which come from within students, are as follows:

- Characteristics or characteristics of students. This is related to the personality condition of students both physically and mentally. Learning problems related to the dimensions of students before learning are generally related to interests, skills and experiences.
- Attitude in learning. If before learning begins students experience an attitude of accepting learning then students will try to participate in good learning activities, but on the contrary if students have a refusing attitude then students will also tend to pay less attention to learning. This will have an impact on student learning outcomes.
- Motivation to learn. Students who have high learning motivation will tend to be more active in asking questions, taking notes, making resumes, concluding and even practicing according to what students have learned.
- Study habits. Study habits are student learning behaviors that have been embedded for a relatively long time so that

they characterize the learning activities they do.

b. External factors, factors that come from outside or come from the environment of students, as follows:

- Teachers as coaches of students in learning. The teacher is a component in learning besides that the teacher also has an important role, namely teaching and educating. Teachers have responsibility for the implementation of the educational process. This will affect the success of teaching and learning.
- The social environment of students at school. The social environment can have a positive influence and can also have a negative influence. Not a few students who experience an increase in learning outcomes because it affects their peers who are able to provide motivation to learn. On the other hand, friends who do not provide positive things to motivate in learning will have an impact on poor learning outcomes. Peers are not the only environmental

component that influences, but it can also be from the teacher's attitude in the learning process.

Meanwhile, according to Suryabrata, the internal factors of student learning difficulties are classified into two, namely physiological factors and psychological factors.

- a. Physiological factors, these factors are divided into two kinds, namely the state of physical function and certain physiological functions, especially in the five senses. The state of physical function in general can be the background for learning activities. A fresh and not tired physical condition will affect student learning outcomes compared to a less fresh and tired physical state.
- b. Psychological factors in student learning are things that encourage student learning activities, such as the nature of curiosity and investigation, the nature of getting sympathy from others, creative nature, the nature of repairing past failures with new efforts.

External factors that affect student learning are factors that come from outside. External factors are classified into 2, namely social factors and non-social factors.

a. Social factors are factors that come from humans, whether humans exist or are not directly present. The presence of other people at study time can often interfere with learning activities. Noise during study time will also interfere with the student's learning process. In the social environment that affects student learning can be divided into 3, namely:

- The social environment of students at home which includes all family members consisting of father, mother, brother or sister and other family members.
- The social environment of students at school are: peers, classmates, teachers, principals, and other members.

- The social environment in society which consists of all members of the community.
- b. Non-social factors are factors that do not come from humans. These factors such as the state of the air, weather, time, place, and others.
- Air conditions can affect the learning process. Humid or dry air can be less helpful in learning. Air conditions that are quite comfortable in the learning environment will help students to learn better.
 - Comfortable weather for students can help students to be more comfortable in learning.
 - Study time can affect the learning process, for example the division of time for students to study in one day.
 - Places or school buildings can affect student learning. An effective school building for carrying out learning has characteristics that are located far from crowded places, not facing the

highway, not close to rivers, and so on that can endanger the safety of students.

According to Dalyono, explains that there are several factors that cause difficulties in student learning, namely internal and external factors as described below:

- a. Internal factors, factors caused by the students themselves, are as follows:
 - Because the physical nature of students such as students are sick, there are health limitations or what is meant is caused by body defects.
 - Causes that are spiritual in nature, such as talent, interests, motivation, mental health factors and others.
- b. External factors, factors that come from outside the student.
 - Family factors, such as the way parents are educated, the relationship between parents and children
 - School factors, such as how the teacher's attitude towards students,

lack of harmony between students and teachers, teaching methods applied by teachers, and others.

- Media and social environmental factors, such as the presence of TV, cellphones, socializing with peers, neighbors, activities in the community and others.

Based on the explanations of several experts above, it can be concluded that the factors that cause student learning difficulties vary. Some mention internal factors that cause student learning difficulties, namely mental health, student motivation, attitudes in learning, and the interests of the students themselves. while external factors that cause student learning difficulties are the family environment, school, community, and mass media.

2. Learning Numbers

Learning numbers is not only learned in Indonesian lessons, but we also need to learn numbers in English. Numbers in English is a basic material from the beginning of learning

English. In starting learning numbers in English for elementary school children, you must start from the most basic, namely numbers 1-10. If in Indonesian we know numbers with main numbers and level numbers, in English there are cardinal numbers and ordinal numbers.

Cardinal numbers, these cardinal numbers are known as basic counting numbers, for example numbers 1, 2, 3, 4....and so on. Cardinal numbers are usually used in everyday life. The use of cardinal numbers is one of the easiest alternatives in introducing learning English numbers.

Ordinal numbers, ordinal numbers can be interpreted as a rank or position. For example, first, second, third, and others.

Learning numbers really requires a lot of memorization, high concentration, and a sense of comfort. Number learning activities in elementary school children start from the basic or lowest concepts that are related to everyday life. Learning numbers in early childhood is still in the process of recognizing numbers where not only knowing the shape of the number but also

knowing the meaning of the number (Aprilani, 2013).

The ability to count is one of the most useful abilities in a child's daily life. On the topic of recognizing numbers in English, the teacher displays numbers and asks students to name the numbers in English. This, of course, is not easy for children because students have limited memory, concentration that is easily distracted. Counting is the basis of knowledge gained in every life that humans live (Susanto, 2011:98). In human activity cannot be separated from the name count. This means that children's numeracy skills are the beginning of the knowledge possessed by every child, both in terms of numbers, addition, and knowledge of numbers. Children's numeracy skills start from the development of their immediate environment.

3. Children Song

English is a foreign language in Indonesia, of course, the process of learning English in Indonesia requires good approaches and teaching methods so that material is easily conveyed to students. The success of teaching English to

elementary school children is influenced by the strategies and methods used by teachers in learning. This really needs to be considered by the teacher, the teacher is required to be able to present learning well, fun and interesting for students. One method that can make students interested in learning is through music. Through music, humans are able to express their thoughts and feelings and can control their emotions.

Learning by singing and accompanied by children's songs will make students learn, master, and practice the material given by the teacher faster. In addition, students' ability to listen, sing, and be creative can be trained through singing activities. By singing students will be happier, So that children can enjoy learning numbers more and students will not easily feel bored and their attention will focus on learning.

Children's songs are songs that are formed or designed in such a way according to the characteristics and needs of children. In addition, children's songs are usually medium-tempo and often repeated, and the lyrics are also simple and easy to pronounce. Children's songs that are

cheerful in accordance with the world of children. According to Nurita, a good children's song is one that can fulfill aspects of children's learning, namely cognitive aspects, affective aspects, and psychomotor aspects. Thus, a good children's song that is suitable to be used as a learning medium is in accordance with the characteristics of the child, according to the world of children who tend to like to play.

In essence, the song is very influential on learning, especially for children, namely as follows:

- Songs as emotions, where children's songs can represent their feelings, feelings of pleasure, admiration, interest, emotions and others.
- Song as a tone, this is because the song can be heard, sung, and can be communicated.
- The language of motion, the song as motion can be seen from the picture of a regular rhythm and the melody of the song.

The advantages of teaching English through children's songs are as follows:

- Through songs, students can be motivated to be more interested and prefer to learn English.
- By singing, students become happy and it is easier to understand the lessons conveyed by the teacher.
- Through singing, teachers can further increase students' interest in being more active in learning, even making it easier for students to understand English learning.
- Through songs, students will be happier, not bored, more focused, and interested in participating in learning.

Children's songs are a means of educating children, because children's songs can convey messages in a simple and fun way. Children's songs are also one of the best teaching materials for elementary school children to learn to count. Children's songs can indirectly attract students' interest in learning according to the meaning contained in the song lyrics displayed. English children's songs are able to provide an interesting atmosphere with joy and can also help learning for children to make it easier to memorize

numbers. Song is one of the interesting media for students so that teachers can communicate and interact with students. Children's songs are appropriate to be sung in terms of the content or lyrics of the song according to the child's development.

Based on the results of interviews conducted by researchers with first grade English teachers, it was stated that first grade elementary school students were very easily bored in learning English numbers, and found it very difficult to remember or memorize numbers in English. This is because students' interest in learning is still very low, especially learning English, a sense of wanting to play continuously, and the difficulty of diverting students' attention to focus more on learning. This is in accordance with the opinion of Mulyadi (2010: 6) that students' learning difficulties stem from the inability of students to digest learning because they are under their knowledge. And also students including slow learners, namely someone's learning process is slow so it takes time compared to someone else who has the same level of intellectual potential.

Based on research conducted by researchers, researchers are looking for alternatives in learning to count in English for elementary school children so that it is not boring, attracts students' attention and makes it easier for students to remember numbers in English, namely by introducing a children's song in English which displays about numbers. -number. The songs introduced are cheerful, able to attract the attention of students according to elementary school children and will not feel bored when learning numbers takes place because learning is carried out by singing. That is the importance of introducing songs with the concept of numbers to grade 1 elementary school students, so that students do not feel bored, are more interested in learning, and make it easier for students to remember English numbers.

Furthermore, through songs, students are more motivated to be more interested and prefer to learn numbers in English. By applying songs to learning numbers, students become happy and it is easier to understand the lessons conveyed by the teacher. And finally, through songs, students

are happier, not bored, more focused, and interested in participating in learning.

Through singing, it can increase motivation and stimulate students' imagination, students' memory, and be more motivated to learn more as a place to overcome all the difficulties experienced by students when studying. This can be exemplified through one type of song introduced in English numbers learning activities for elementary school students carried out by the method of listening to children's songs, namely with the title "ten little numbers". The song ten little numbers is one of the songs that can arouse students' enthusiasm in learning numbers because this song has a cheerful rhythm and this song can also facilitate students' English. This song in addition to introducing the pronunciation of numbers in English

The lyrics of the song ten little numbers are:

One little, Two little, Three little number

Four little, Five little, Six little number

Seven little, Eight little, Nine little number,

Ten little number now

(Source: <https://youtu.be/uJdObWuZfW8>)

D. CONCLUSION

English is the main delivery communication medium for people in England, the United States and countries that make English their official language. Teaching English at the elementary school level must have a teaching strategy, especially in teaching English numbers, one of the strategies used by the teacher is to use songs.

Children's songs are a means of educating children, because children's songs can convey messages in a simple and fun way. Children's songs are also one of the very good teaching materials for children learning to count for early childhood or elementary school children.

Learning by singing and accompanied by children's songs will make students learn, master, and practice the material given by the teacher faster. In addition, students' ability to listen, sing, and be creative can be trained through singing activities. By singing students will be happier, So that children can enjoy learning numbers more and students will not

easily feel bored and their attention will focus on learning.

This is supported by the difficulties faced by first grade elementary school students in learning English, which are caused by several factors. the factors that cause student learning difficulties vary. Some mention internal factors that cause student learning difficulties, namely mental health, student motivation, attitudes in learning, and the interests of the students themselves. while external factors that cause student learning difficulties are the family environment, school, community, and mass media. A person's learning difficulties will be marked by the existence of obstacles in the learning process. Recognizing students who have learning difficulties is a difficult activity.

In this study the authors collect data through qualitative descriptive. Then the instrument used to collect data in this study is by conducting observations, interviews, and documentation. This research was conducted at SD IT Insan Kamil, Bukittinggi City. This research was conducted at SD IT Insan Kamil, Bukittinggi City, which is located at JL. Sutan Syahrir, Tarok Dipo, Kec. Long Guguk,

Bukittinggi City. Data were collected by means of observation, interviews, and documentation.

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**STRATEGIES TO INCREASE STUDENTS’
INTEREST IN LEARNING ENGLISH FOR THE
FIRST TIME IN SDN 16 BUKIT MALINTANG**

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Abstract

Due to the implementation of the new curriculum, namely Merdeka Belajar- Kampus Merdeka, at this time English language learning began to be required to be taught at the elementary school level. Because this is still something new, teachers must have strategies in teaching English in increasing student interest in learning. The objective of this study is to find out whether the strategies used by researcher in teaching English for young learners when they first start learning can increase students’ interest in learning English or not. In this article, researcher used the classroom action research method, with practical action research design. The researcher directly practices the strategies to increase students’ interest in learning English for the first time at the class 4th SD 16 Bukit Malintang as research subject. In this article, researcher applies several strategies to increase student interest in learning English, these strategies or activities are song, games, and reward. To strengthen the result the researcher distributed a questionnaire to the 4th grade students as many as 30 students. The result is that of all students who already have an interest in learning English, and for the strategies used by researcher to teach there are 24

students who like all the strategies applied by the researcher, 2 students don't like games, and 5 students don't like song.

Keywords: *Curriculum, Interest, Learning English, Strategies.*

A. INTRODUCTION

Indonesian education has currently undergone many curriculum changes, this change is expected to make education in Indonesia more advance. This change can occur due to the development of technology and the development of science and this is done to improve human resources (HR). At this time Indonesia has implemented the Merdeka Belajar-Kampus Merdeka curriculum, which has an impact, one of which is the mandatory learning of English in elementary schools, where previously English had not been required to be taught at the elementary school level. Surely this is one of the challenges for teachers and students. But in addition, there is an advantage of teaching English which starts early, the problem is that students can learn efficiently through interesting activities, especially those related to visuals, colors, music arts, roles and social activities which are of course related to English. The second advantage is that students at this time knowledge will

be embedded and easy to remember because students at this time are in a golden age, where they will be easier to remember than when they are adults. (Garryn C. Ranuntu, 2018).

However, when it comes to teaching English for the first time, of course, both teachers and students will have difficulties because this is a new thing, either a new thing for teachers because it is the first time to teach English, or also for students they are of course still unfamiliar with English. Therefore, strategies must be carried out by teachers to increase students' interest in learning English.

In the first meeting the one of important point is make the students interest, according to Mahfud (2001) in Journal (Fu'ad et al., 2019) Interest can generate enthusiasm in carrying out activities can be achieved and enthusiasm that exist is the main factor for each individual to carry out an activity. So, by generating students interest in learning, the learning objectives will be achieved a students will also be enthusiastic when the learning process takes place.

Researcher has conducted interviews with the principal and also one of the homeroom teachers at SD N 16 Bukit Malintang regarding the application

of English subjects for the first time. The result of the interviews that the researcher has conducted is that it turns out that the school has not yet started teaching English subject, this is due to several reasons. The first reason, the lack of ability to teach English by the homeroom teacher is one of the reasons, so that at this time the school still needs special educators majoring in English (Syafrinal, 2022). Another reason is about how to start teaching, especially in grade 4 where they have not previously started learning English and this will certainly result in them not knowing the learning they should be learning at the time of grade 1, 2, and 3, and in this semester they have to study grade 4 material, of course this will be a difficulty for students (Dafri, 2022). As per the advice of the principal the researcher was given the opportunity to be allowed to teach English subjects and was given the freedom or permission to teach English by any method. The researcher has also discussed with the homeroom teacher of grade 4 about the material to be taught, according to the second reason why is English learning not taught yet, then according to the agreement the researcher will teach English in grade 4 with the same material as

grade 1 but different objectives or achievement indicators. In accordance to that, researcher will apply several strategies whose purpose is to increase students' interest in learning English for the first time.

B. METHODOLOGY

This research was conducted using a classroom action research method with a practical action research design. L. R. Gay, Geoffrey E.,(2011) defines Action research as research conducted by teachers or people who have positions in the school environment or in the environment where the learning process occurs. L. R. Gay, Geoffrey E., (2011) explains that there are 2 designs of this method, namely critical and practical action research. In this study, researcher use practical action research, practical action research teachers or educators try to develop their professionalism and also to improve schools, by practicing directly according to their own field of focus (L. R. Gay, Geoffrey E., 2011). According to kurt lewin, in action research there are several stage, the first stage is planning section, the researcher design what material will be taught and the strategies that will be used. The second is action, the researcher will carry out the activities that have been

planned, and then observed at the observation stage. And lastly, the reflecting is the stage of recalling and analyzing and evaluating observation activities.

In this study, the researcher's focus area was how to increase interest in learning English for grade 4 students of SD N 16 Bukit Malintang. Researchers will implement several strategies that are believed to increase the interest in learning English for grade 4 students. Researchers will directly practice strategies in the classroom with three meetings or as many as 6 hours of learning. The strategy or technique that the researcher will do is to sing, give games and also give rewards to students. And from some of these meetings, researcher will analyze whether the strategies carried out by researcher have succeeded in increasing students' interest in learning English, where they are starting to learn English for the first time. To strengthen the results of the analysis, researchers will also provide questionnaires to students with a total of 5 statements for 30 students.

C. DICUSSION

Teaching English is not easy let alone English as a foreign language, which may still be unfamiliar or

new to elementary school students. The teacher must implement interesting strategies so that students have an interest in learning English. Students' interest is one of the most important elements to emerge because it can stimulate their English learning, therefore, by applying interesting and meaningful activities, teachers will be able to increase students' interest in learning (Amjah, 2014) .

1. Strategies Used

In this research, researcher applies several strategies in English language learners in order to increase students' interest in learning English, where they are learning English for the first time. Here are the strategies or activities that researcher do when teaching English.

a. Games

Teaching English to young learners is different from adult learners, starting from the character where young learners are still thinking about playing, therefore when the learning process is also supposed to include elements of the game. According to Johansson (2004) in the journal (Temaja,

2017) children's thoughts about learning and also playing have something in common so that both are interesting in their perception. In addition, there are also many opinions from experts who reveal that children create knowledge when they are playing, in other words playing while learning.

Playing is a fun activity, and games are part of playing. Games are a proper teaching technique used in teaching young learners (Linse, 2005). Games in teaching English are one of the interesting strategies because they can encourage learners to have a good attitude towards instruction, with games students will not feel bored and students can while learning and playing and as a result they will not feel forced to learn. So, games are a method to practice English, which is significant in learning the language because the learner feels happy in learning and will eventually make the learner feel excited and interested or eager to learn English and have the courage to use English (Kunnu et al., 2016).

Games can be used as activities that are used to make students excited and will not feel bored during the learning process, teachers can insert games during the learning process. Games can be used as entertainment or can also be used as a learning media, in other words, the game is related to the material taught, this is very effective, of course, in addition to increasing students' enthusiasm or interest in learning, students can also understand the material taught by the teacher.

When using the game in the learning process, the teacher's challenge is how to give instructions to students, even more so for young learners. The teacher must use words that are easy for students to understand and their patience when there are students who still do not understand how to play, most likely the teacher will repeat the instructions and also examples of how to play it several times.

The selection of games must also be considered by the teacher, the teacher must be

able to adjust the students' comprehension ability to the way they play. A game that is difficult to do will certainly make students will not enjoy the game, and will not even keep students entertained.

According to Wang et al., (2011) there are advantages to using games in the process of teaching English, the first is that using games for young learners can increase students' motivation or interest in learning, the second can increase self-confidence, the third is that students can master some new vocabulary, the other advantage is that games can attract students' attention. And there are also disadvantages of games such as it can increase anxiety due to peer pressure, if students cannot play the game according to the teacher's instructions. But it can be anticipated in the way that the teacher must give clear instructions so the students not to make mistakes regarding the rules of the game, and also remind students not to mock their friends when losing the game.

b. Song

A song is a set of words or sentences commonly called lyrics that are sung and also accompanied by musical instruments, songs can also be said to be musical works that have poetic lyrics and in the form of several sounds accompanied by musical instruments (Garryn C. Ranuntu, 2018). In teaching young learners songs can be used one of the media to teach foreign languages, because usually they will learn from what they hear or imitate what someone says, and they will produce it back to a more creative one(Kurnia, 2017). According to Sophya (2013) in the journal (Garryn C. Ranuntu, 2018), songs are an important part of learning that trains students to be sensitive to sounds, songs can also make for a lively and interesting class when students like the song given by the teacher and directly they will be enthusiastic and enthusiastic to sing it, and at that time they are indirectly learning something.

Songs have been used as teaching aids, focusing on connected sounds and words (Ebbong&Sabbadini, 2006). By using songs

students are trained to listen and pay attention to how a word is spoken, and directly they are doing the learning process. In addition, songs also usually have lyrics that are repetitive and this will make students get a new vocabulary and also how to pronounce it. According to schoepp (2001) in the journal (Alsadae & Sase, 2022), songs are one of the medias in introducing language learning.

Besides being able to be used as entertainment, it turns out that songs can also be used as a learning medium. Songs can be used as an alternative to teaching so that the learning process is not monotonous, or just listen to the teacher explain. For young learners, they still like to sing or listen to singing. The ability that can be improvised by listening to songs is to remember new vocabulary, but it depends on how the teacher chooses a song that is in accordance with the material to be taught, and also the level of difficulty, both the lyrics and the tempo. The song used is good for a lot of repetition of words, so that students can remember the

song. And the most important thing is that the song must be able to attract students' interest, and eventually they will sing it over and over again.

Using songs in the learning process has advantages, including songs that are very accessible to everyone, and this will make it easier for teachers to choose suitable songs that teachers can use when teaching. Another advantage is that the song has a rhythm and also repeated lyrics, this will make it easy for students to remember. Borros (2003) in journal (Alsadae & Sase, 2022), explains that songs can stabilize emotions, the mental state of the listener to reach a focus point that in the end information is easily absorbed.

c. Reward

Reward is part of reinforcement, and reward is classified as positive reinforcement, the meaning that the reinforcement given by someone is positive reinforcement, such as giving awards and compliments. Reward is given as a form of appreciation for someone

for successfully doing something that was ordered and as an effort to motivate someone to do something positive.

Young learners have their own views on learning foreign languages, such as foreign languages, in his mind that language learning can be difficult and boring. Therefore, the teacher must create a classroom atmosphere that can attract students' interest in learning. So that children are not bored, teachers must do reinforcement that can increase student interest, one of which can use rewards. A gift is something that is given to a person as an appreciation for having done something as instructed in order to increase interest and motivation to return to doing the same (Fu'ad et al., 2019). So if in education, gifts can be interpreted as a form of appreciation from the teacher to the students for having done something as instructed by the teacher, and gifts as a driver of student interest and motivation to learn so that students can improve their learning outcomes.

According to Partin, R.L (2009) in the journal Prawiro et al., (2019), there are several types of rewards that can be used by teachers to make students excited and interested in learning, and in the end will achieve learning goals, the first is tangible (physical), for example, teachers can give tangible objects such as books, cakes, pens and other objects. The second is an activity booster, such as rest, being the first to queue up to go home, and other activities. The third is to help the teacher, for example, removing the blackboard, leading prayers and so on. The next is the right of rent, for example lending things related to learning. Other types are social reinforcement, for example giving grades, giving applause, giving sentences of praise to students and much more. And the last is recognition, for example giving awards such as trophies, displaying

2. Result

As the researcher have previously stated, the focus area of this study is to increase interest in

learning English for the first time for students. Interest is the psychological part of a person that shows oneself in several traits, including passion, will, feelings of liking to do something or a form of behavior change that includes seeking knowledge and also experience (Fu'ad et al., 2019). And in education, students' interest in learning can be interpreted as liking, students' interest in the lessons shows through their enthusiasm, and always participating and always being excited when studying.

In this study, researcher carried out several stages, according to kurt lewin there are four stages or steps, namely, planning, action, observation and reflection.

a. Planning

Here the researcher will make plans regarding what activities will be carried out, what teaching materials will be taught, and also about what tasks will be given.

So in this study, the researcher taught material about greeting and parting, and used game strategies, songs and also rewards. And

every meeting, the researcher has compiled a lesson plan that contains a sequence of activities that the researcher will do with students in the classroom. At this stage researchers do not always use these three strategies, there are adjusted to the learning time and difficulty of the material and is also adjusted to the learning objectives.

b. Implementation of actions (acting) and observation (observing)

At this stage, the researcher will carry out learning according to what the researcher has prepared before. At the following are recaps of the activities from the first meeting to the third meeting, as well as the result of the researcher's observations regarding the effects of using game, song and reward strategies to increase students' interest in learning English.

- First meeting

At the first meeting, researcher used game strategies, songs and rewards. The atmosphere of the

classroom is still quiet, this is because students need time to adjust, both from new subjects and also researchers as their teachers. When researcher used the game method, there are still many students' doubts, even though the teacher has provoked them by saying that there will be rewards for students who want to play the game. But in the end, there are student who are willing and finally get rewards, and this directly makes other students motivated to be willing to do it next time, this can be seen by other students' expressions when the researcher gives gifts to their friends.

- Second meeting

At the second meeting, the students have already begun to bring up their spirited attitude when the teacher is about to enter the classroom. This researcher can see, there are some students who say "yey, learn

english". At this meeting, the researcher only used the reward method and the song. For the song method, many students can't keep up with the song that the researcher has prepared. So in this method, researcher only make songs as entertainment or as refreshing students after learning. And when the researcher gives a gift to a student who successfully worked on a given group task, there is a student who feels disappointed that he did not get a reward, because of the previous meeting he managed to get a reward, the teacher in this case should think about how so that his student does not envy the achievements of his friend.

- Third meeting

At this last meeting, the students were more enthusiastic than the previous meeting. And their interest in learning English has also

increased, this is what researcher see from students who ask to be given homework. And at this meeting, researcher used game strategies and rewards. According to the incident of the previous meeting, regarding the gifts, the researcher took the initiative to give all the gifts but still they had to do something they ordered. The researcher divided the group where each group contained 2 students, and ordered them to have a dialogue, and as a result they were very enthusiastic about doing it, none of the students did not do it, and finally the gift the researcher gave to all the students as appreciation.

c. Reflection (Reflecting)

This stage is a step to recall the activities that have been carried out, and to conduct an analysis and evaluation of the observation activities.

According to the observations that researcher have explained, students' interest in

learning English increases by doing game strategies, songs and rewards. This is supported by the results of the questionnaire that the researcher gave to grade 4 students as many as 30 people with 5 numbers of statements. And here are the results.

QUESTIONNAIRE

School : SDN 16 Bukit Malintang

Grade 4

Number of Students 30

NO	PERNYATAAN	YES	NO
1.	Saya suka belajar bahasa Inggris	30	0
2.	Saya bersemangat ketika belajar bahasa Inggris	30	0
3.	Saya suka cara guru mengajar dengan menggunakan game	28	2
4.	Saya suka cara guru mengajar menggunakan	25	5

	lagu		
5.	Saya bersemangat ketika guru memberikan hadiah sebagai apresiasi saya berhasil menjawab atau melakukan hal yang diperintahkan guru	30	0

According to the table above, students already have an interest in learning English, where all students answer yes at points one and two. They already like and are excited when learning English and this is also in accordance with the results of the researcher's analysis where researcher have seen enthusiastic students and participated when learning.

In point 3 the researcher wants to see if students like researcher using games when studying. And the result is that 28 students like games, and 2 students who don't like researcher use games when studying, after the researcher analyze the learning process, it is likely that students do not use games because of their lack of understanding in playing them. Researcher

applied several games during learning, namely matching games and game concentration. In the matching game, the researcher prepares images and also vocabulary, and the student's task is to match them, then the researcher also uses a concentration game, where the way to play is first the researcher explains the vocabulary and asks the students to do as the researcher tells them, and the location of the concentration in this game is that the teacher gives instructions by doing different movements, and students must of course focus so as not to be affected by the movements made by the researcher, but must focus on the instructions given by the researcher. During the process of game activities, the enthusiasm of the students is also high, they always ask for a game in every meeting. And they will be even more excited if they understand the rules of the game and can do it, of course, this is in accordance with how the researcher gives instructions or explains how to play.

At point 4, the researcher wanted to see if the students liked when the researcher used the song in learning, and the result turned out that out of

30 students, there were 5 students who didn't like it. This is due to their inability to follow the song and they find it difficult to sing. Some of the lyrics of the song that the researchers used are as follows: (the song is sung in the rhythm of the song naik becak)

Greeting and parting

Good morning, selamat pagi

Good afternoon, selamat siang

Good evening, selamat sore atau selamat malam

Good night, selamat tidur

See you later, sampai jumpa

See you tomorrow, sampai jumpa besok

Say hi and hello

How are you? Apa kabar?

I am fine, aku baik

How do you do, how do you do

Good bye, selamat tinggal

Take care, hati hati

Greeting and parting, mari kita hafalkan 2x

At the last point, the researcher wants to see if the student is excited when the researcher gives a gift as a form of appreciation for having done or answered the question given by the researcher, and the result is that all students feel excited. It can be seen how they are always enthusiastic when the teacher gives tasks and performs what the teacher instructs, the researcher gives gifts in real form and social reinforcement.

According to the results of the questionnaire that researcher have given to students, that during English learning activities, students have shown liking and interest in learning English. And their interest level increases with each meeting. Therefore, the use of song strategies, games and also rewards can increase their interest in learning English, although there are still some students who do not feel suitable for the use of songs and also games in learning, therefore the selection of songs and how to give clear instructions in the game must be paid more

attention to again. Here the researcher's attitude or way of teaching is also very important in the success of learning, especially in the face of young learners who in their minds are still about playing. Incorporating elements of jokes when teaching can make them more relaxed and not afraid to communicate with researcher. Because basically, making an impression during the first meeting is very important because it can determine how they behave in the future. Therefore, researcher choose a strategy in which there is also an element of fun, because then they will not think that learning English is difficult, especially since they are learning English for the first time. And why researcher focus on this research how to increase students' interest in learning English for the first time, because when they already have an interest or preference for English learning, then the learning objectives will be achieved and of course will also be able to increase their achievement in understanding a material.

D. CONCLUSION

The current development affects everything, and one of them is in the field of education. The government continues to strive on how Indonesian education advances and in the end the curriculum change is carried out as an effort to keep up with the development of technology and science. And in the 2022/2023 school year, Indonesian education implements a new curriculum, namely an independent curriculum. One of the changes that occurred was the start of being taught English at the elementary school level, where at this time only the first grade and fourth grade began to be taught English subjects. Of course, this is a challenge for teachers as well as students, where they have not previously learned English. Foreign language learning, especially for young learners, is very different from adult learners, teachers are required to be more creative so that students are enthusiastic and willing to learn and do not feel bored. The ability to manage the classroom, and make the situation comfortable when studying is also a challenge for the teacher. In this study, the researcher chose SDN 16 Bukit Malintang to be the research site, and

according to the permission and the results of discussions with the principal and also the homeroom teacher, the researcher will consider the fourth grade as the object of research, with a total of 30 students. This research uses the action research methods, therefore the researcher will become a teacher as well as a researcher. In this study, the focus area is how to increase student interest in learning, and here the researcher apply several strategies to increase students' interest in learning English, including games, songs and rewards. Games are part of playing, therefore students can be excited when the teacher gives games in between lessons to avoid students getting bored while studying. Songs can also be used as entertainment and also as a learning media, by using songs students will indirectly get a new vocabulary, and with music students will not feel bored when studying because they feel entertained. Rewards can also increase students' learning motivation, they will feel motivated when given a gift as a form of appreciation, and therefore they will continue to try to learn and be enthusiastic during the learning process. In this study, researchers used questionnaires as a data collection tool, and the result

was that students experienced an increase in interest in learning English, although there were some students who did not like games and songs in learning. However, according to the results of the researcher's analysis, overall the grade 4 students of SDN 16 Bukit Malintang have an interest in learning English, this is also evidenced by several behaviors shown, including that they are excited and even say "yey learn English" when researcher is about to enter the classroom, and how enthusiastic they are when learning, almost all students participate when learning, and among them those who ask the researcher for homework. From some of these behaviors, it can be seen that their interest in learning English has increased from the first meeting when researchers were teaching.

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**INTRODUCING ENGLISH PRONUNCIATION
THROUGH KID SONG TO ELEMENTARY SCHOOL
STUDENTS IN JORONG KAMBING VII, NAGARI
GADUT**

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Abstract

This research aimed to determine the effect of kid song as the media for introducing English pronunciation to elementary school students in Jorong Kambing VII, Nagari Gadut. This research implemented mix method design which have explanatory model. This research examined 22 grade 6 students in Jorong KambingVII, Nagari Gadut. The data were collected by using test to see students' pronunciation ability after being introduced with some English word pronunciation then interview was conducted to get more data related to the impact of using kid song in introducing English pronunciation to elementary school students in Jorong Kambing VII, Nagari Gadut. The finding shows that kid song has positive effect as the media of introducing English pronunciation especially for young learner.

Keywords: *Media, Song, Pronunciation*

A. INTRODUCTION

English language in Indonesia is taught and learned as the foreign language. Berns (1990) in

Sulistyo (2016) said that the definition of foreign language learning is the language is taught (English) is not used in that country for daily communication (Sulistyo, 2016). Moreover, Marlina (2012) pointed out that the definition of English as foreign language learning is when the learners learn the language that is not found in the community where they live (Marlina, 2012). Therefore, English in Indonesia sometimes is used only in academic situation. The students do not use the language in daily conversation since people outside the classroom area also do not use the language or communication. Yet, Indonesians still need to master English for connecting to the global development even though English is just foreign language in Indonesia.

In order the students can communicate in English, students should be able to master English language skills and components. There are four English skills namely listening, speaking, reading, and writing. Meanwhile, the components of English are pronunciation, vocabulary, and grammar. Before mastering those four skills, students are expected to understand and know about English language component. One of important components in English

is pronunciation. Pronunciation will help students with their speaking skills. Consequently, students will be able to communicate in English well.

Pronunciation refers to how the word is pronounced. It is one of important component in English. It will support another English skill such as speaking, and listening. Clear pronunciation will produce understandable speaking. That is why as what Harmer (2007) said in Seflianti et al (2019) that students need to pay attention to pronunciation and pronunciation aspect like sounds, stress, and intonation (Seflianti, Maria Arina, 2019). Moreover Seflianti et al (2019) argued that student should be able to produce sound by putting the stress and intonation correctly (Seflianti, Maria Arina, 2019). Then Tussa“adah (2018) added more indicators of pronunciation ability named rhythm. (Tussa“adah 2018). Therefore, in evaluating students“ pronunciation ability, the researcher used oral English scoring sheet by Tussa“adah (2019) as follows:

No	Aspect	Rating Score	Comments
1.	Sound	5	Almost complete
		4	There is a mistake but

			do not disturb the meaning
		3	There are some mistake and disturb the meaning
		2	Many mistake with the result that hard understanding
		1	Too much mistakes until the words harder understanding
2.	Rhythm	5	Almost complete
		4	There is a mistake but do not disturb the meaning
		3	There are some mistake and disturb the meaning
		2	Many mistake with the result that hard understanding
		1	Too much mistakes until the words harder understanding

3.	Stress	5	Almost complete
		4	There is a mistake but do not disturb the meaning
		3	There are some mistake and disturb the meaning
		2	Many mistake with the result that hard understanding
		1	Too much mistakes until the words harder understanding
4.	Intonation	1	Almost complete
		2	There is a mistake but do not disturb the meaning
		3	There are some mistake and disturb the meaning
		4	Many mistake with the result that hard understanding
		5	Too much mistakes

			until the words harder understanding
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In line with the situation that has been explained, some problems can be found in the process of English learning in Indonesia. This is supported by a statement from Rini (2014) that said that English language learning in Indonesia can be said still unsuccessful (Rini, 2014). The common problems are the students feel shy when they are asked to practice English conversation because Indonesian is tend to bully someone if she/he speaks in English, they do not know how to pronounce English vocabulary, they cannot construct simple sentence due the lack of vocabulary, and many others. Furthermore, Fatihassalam (2021) argued that this is happened because in Indonesia, English is just taught from books, it is still lack of practice, and the behavior of Indonesian who is likely to ridicule other people who speak in English (Fatihassalam, 2021). Those situations create bad paradigm in Indonesian student that English is difficult.

In Nagari Gadut, English is taught start from Junior High School stage. Based on the interview

with some junior high school students, most of them especially they are who just learn English at first grade of junior high school agreed that English is quite difficult subject they find in junior high school stage. One of the difficulties that they explained is they do not know how to pronounce English word correctly. Most of them feel confused if they are asked to read an English text loudly or if they are asked to practice English conversation at the class as long as they know that the written form of English word is not as same as how it is spoken. They also added that this problem is caused by they were not taught English in their previous school or in other word in elementary school stage. It is happened because there is no English subject in curriculum that is used in their previous school. Moreover, they also agreed that it is better if English is also taught in elementary school so that they would have no difficulties in Junior High School stage.

There is no doubt that this problem will bring other problems in learning English as follows:

- Listening problem, due they get misunderstanding because of incorrect

pronunciation that they heard when their friends practice conversation.

- Speaking problem, since they are not confidence to speak because they think they cannot pronounce the word correctly.
- Less-motivation because they think English is difficult.

Teaching English in the classroom on 21st century is very challenging for English teacher since this modern era provides many resources of English learning material and media. Muhammad and Rahmat (2020) stated that modern generation or as known as generation Z prefer to learn English with funny way and involve technology (Muhamad & Rahmat, 2020). It means that teachers are required to be able to create the class atmosphere become interesting and full of enjoyment. There are many media that can be used to fulfill this demand. One of them is using song as media of English learning.

Song, according to Kamien (1997) in Adnyani and Dewi (2020) is a relatively short musical composition for the human voice that is possibly accompanied by another musical instrument which features words or lyrics (Adnyani & Dewi, 2020).

Song has rhymes and uses a language style that different from language style which is used in a scientific or formal text. The words in song are constructed by words or lyrics and have rhyme, speed and style. Furthermore Barus et al (2020) argued that song is common thing in community and has been the media of expressing what they feel (Barus, Sri Andania, Sibarani, Berlin, 2020).

Song is one of many media that can be used in English language learning class. As what Adnyanu and Dewi (2020) stated that song is the easiest media that could be find in English classroom (Adnyani & Dewi, 2020). Almost everyone in this world listens to music and so learners do. Therefore, song is the most known media for English language teaching. Moreover, Muthammannah (2013) explained that listen to English song is interesting than other activities (Muthammannah, 2013). She also added that songs are also great language package that contain culture, language components, and also language skills.

Using song as the media for teaching English has some advantages. Firstly, song creates enjoyable environment in the classroom. Millington (2011)

argued that by using song, the students feel enjoy and it attracts students' attention into the learning material (Millington, 2011). Secondly, by improving enjoyment in the classroom, song absolutely also improve students' learning motivation. Saldiraner and Cinkara (2021) also added that song gives students that have low self-confidence opportunity to engage in classroom activity (Saldiraner & Cinkara, 2021). Moreover, Saldiraner and Cinkara added one more advantages by using song in the classroom. They pointed out that students can learn all language component by using one song (Saldiraner & Cinkara, 2021). Song can be used to learn more than one English component. Students are able to acquire and remember new vocabulary easily from songs' lyrics, how the vocabulary is pronounced, and how the vocabulary is used grammatically correct. In addition, using song as the media of learning is suitable for every stage of students, starts from elementary school, junior high school, senior high school, event adult learners.

Researcher wanted to introduce English pronunciation to elementary school students in Jorong Kambing VII, Nagari Gadut by using kid song as the

learning media. It aims to avoid the same problem that they probably will face in junior high school later. Therefore, it needs to introduce English as earlier as possible. Thus, this research has a purpose to see the process in introducing and giving some English pronunciation to elementary school in Jorong Kambing VII, Nagari Gadut by using kid song.

B. METHODOLOGY

This research implemented mixed method approach. According to Gay et al (2018) mixed method research integrates quantitative and qualitative design in one research (Gay & Geoffrey E. Mills, 2018). This kind of research has purpose to find out the result and understand the case more fully than just use quantitative or qualitative design. Researcher use QUAN-Qual model or as known as explanatory mixed method design. According to Gay et al, explanatory mixed method design means when qualitative data is put first then continue with collecting quantitative data (Gay & Geoffrey E. Mills, 2018). By using this model, researcher wanted to investigate whether using song is effective way to

introduce English pronunciation to grade 6 students in Jorong Kambing VII, Nagari Gadut.

This research was conducted to 22 grade 6 students in Jorong Kambing VII, Nagari Gadut. All of them are the student in SD Negeri 13 Gadut. The researcher's reason chose grade 6 students is to introduce English before continuing their study to junior high school level. Therefore, they need to have basic knowledge about English in order to avoid the common problem they will face in the next level of their study. One of the basic knowledge that they need to acquire is English pronunciation that was introduced by researcher.

The first phase was conducted test to get the quantitative data. The test that was used is oral test to investigate students' pronunciation mastery. Students were asked to pronounce words that had been taught in the previous meeting. The test was administered to 22 grade 6 students in Jorong Kambing VII, Nagari Gadut. Test was executed on Saturday, August 27th, 2022.

The second phase was conducting an interview to get qualitative data. The interview was conducted to 5 students who got perfect score in test.

The test interview conducted on Monday, August 29th, 2022. The result of interview support the previous data that has been obtained from the test regarding to the use of song as the media of introducing English pronunciation to grade 6 students in Jorong Kambing VII, Nagari Gadut.

C. DISCUSSION

There are two songs that were used in this research. Each song contains some target words that is number in English. After playing the song, researchers also repeated the way to pronounce the song's lyrics word by word. The lyrics were also written in the whiteboard.

The first song is *Baby Shark 1 to 5* by Pinkfong Baby Shark Kids' Songs & Stories YouTube channel. It has lyrics as follows:

One, one, number one, who 's gonna sing?

One baby shark sings, doo doo doo doo doo.

doo doo doo doo doo

Two, two, number two, who 's gonna sing?

Two baby whales sing, doo doo doo doo doo.

doo doo doo doo doo

*Three, three, number three, who's gonna sing?
Three baby turtles sing, doo doo doo doo doo.
doo doo doo doo doo*

*Four, four, number four, who's gonna sing?
Four baby rays sing, doo doo doo doo doo.
doo doo doo doo doo*

*Five, five, number five, who's gonna sing?
Five baby clams sing, doo doo doo doo doo.
doo doo doo doo doo*

One, two, three, four, five, yeay!

Through this song, the students were taught the pronunciation of number 1 until 5. Moreover, the students were also taught the pronunciation of some sea animal, such as shark, whale, turtle, ray, and clam.

The second song is *Counting 1-10* by Pinkfong Baby Shark Kids' Songs & Stories YouTube Channel. It has lyrics as follows:

Penguin march!

Left, right, left, right, go!

*One, two, three little penguins.
Four, five, six little penguins,
Seven, eight, nine little penguins,
Ten little penguins.*

Penguin!

*One, two, three,
Four, five, six,
Seven, eight, nine,
Ten little penguins.
Ten, nine, eight little penguins,
Seven, six, five little penguins,
Four, three, two little penguins,
One little penguin.*

*Ten, nine, eight,
Seven, six, five,
Four, three, two,
One little penguin.*

Penguin!

By singing this song together in the classroom, students acquired the way to pronounce number 1 to 10 correctly. Then, students also got new vocabulary of sea animal that is penguin. The students also got the way word penguin is pronounced correctly.

A test is administered to see students' pronunciation mastery. An oral test was chosen since producing pronunciation is oral activity. The test was administered on Saturday, August 27th, 2022 after the students were given the lesson about some vocabulary pronunciation twice. The result of test can be seen on the table below:

The Table of Students' Score in Pronunciation Test

No	Students' Name (Initial)	Aspect				Final Score (Total of Aspects' score multiplied 5)
		Sd	R	St	I	

1.	RR	4	4	3	4	75
2	KPS	3	3	3	4	60
3	AL	5	4	4	4	85
4	AF	4	4	3	3	70
5	FAD	5	4	4	5	90
6	FA	3	3	3	4	65
7	FRH	5	4	4	5	90
8	GZ	5	4	5	4	90
9	HQ	5	5	5	5	100
10	HNR	5	4	4	5	90
11	JH	4	4	5	5	90
12	KA	4	4	4	4	80
13	MR	3	3	3	3	60
14	NR	5	5	5	5	100
15	RA	5	4	4	5	90
16	RG	5	5	5	5	100
17	SA	5	5	4	5	95
18	SDP	5	5	5	5	100
19	TK	4	3	4	5	80
20	AH	5	4	4	5	90
21	SS	5	5	5	5	100
22	CRR	4	4	4	4	80
Total Score						1.880

Mean Score	85.45
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Note:

Sd = Sound

R = Rhythm

St = Stress

I = Intonation

The data in the table above shows that the aspect that most students got low score are rhythm and stress, while in sound and intonation aspect, most students got perfect score. The table also shows that most of the students already have good score in oral testing of pronunciation. The highest score is 100. There are 5 students who get 100. The lowest score is 60 and there are 2 students who get 60. There are 8 students who are still under the average score or mean score (<85.45). However, the result already shows that using song has positive effect and song could be an effective media for introducing English pronunciation especially for young children.

Furthermore, to get more data, researcher conducted an interview with 5 students who got perfect score. The first question is related to their experience in learning English. There are 2 students

answered that they have learned English before. One student told that she learned English independently but still guiding by her mother at home by using *Duolingo* application and one more student said that she have learned English in her previous school before while 3 more students said that they never learn English and this is the first time for them to learn English.

When they were asked whether English is difficult subject, they have various answers. Three students told that English is difficult. They agreed that the difficulties are on the way English vocabulary written and how it is pronounced. They said that they are confused because English vocabulary is not spoken how it is written. Two other students said that they did not find any difficulties in learning English.

All of the students approved that song helps them to understand the way English words are pronounced. When they were asked the reason why they agreed that song helps them in understanding English vocabulary, all of them told that the class atmosphere become fun. There is no doubt that using song in class create enjoyment, reduce feeling of stress due to learning foreign language, and they also

love to sing. They added at the end even though using song is fun, but they still need repetition of pronunciation which is done by researcher. They argued that it is not enough if they just listened to the song.

In learning process they seemed to have problem in pronouncing some words. This was also seen when the test was held. When they were asked about what are the words that are difficult to pronounce 3 of them told it was quite difficult to pronounce “three”. This is also happened to most of the students in this class, even this can be found in every student who learns English. They pronounce word “three” just like the pronunciation of “tree”. 2 other students who were interviewed said they had difficulties in pronouncing word “turtle”, and “penguin”. On the contrary, the next question is related to the word that is pronounced easily. One of them answered only two words that are pronounced easily. They are “one” and “six”. While 4 other students said all words except word “three” are pronounced easily.

The last question is about is there any new knowledge they get by this activity. All of them told

that they get knowledge about English that they never got before. They said they get some words in English and how to pronounce the words correctly.

D. CONCLUSION

This research was conducted and had a purpose to determine whether song can be an effective media to introduce English to young learner especially to elementary school students in Jorong Kambing VII, Nagari Gadut. This research was conducted by using mixed method approach. The data was collected by using test and interview. The test that was used is on oral test to see students' pronunciation ability. Interview was used to get more deep data about the impact of kid song for introducing English pronunciation, students' perspective and then the advantage that they got. Based on the data, students gave positive responses. The test score showed an excellent achievement for the beginner. Students feel happy when they were introduced to some English pronunciation. It can be concluded that kid song can be an effective media for learning English pronunciation for young learner

especially for elementary school students in Jorong Kambing VII, Nagari Gadut

The researcher would like to give suggestion to learners to always feel enthusiastic in learning English particularly for them who love music. Students need to consider that song can be an effective media for learning English. It may contain new vocabulary that students might have not known yet and the way that vocabulary be pronounced. Researcher hopes that the student always do practice and use the word that have been taught outside of classroom. The more students do practice the more clear pronunciation ability they will have and therefore, they will be confidence to do speaking practice and other English skills.

Researcher's suggestion to the teachers is to be aware that song can be one of interactive media for teaching English, particularly for teaching pronunciation. Teachers need to realize that using song could make students enjoy the learning process and they will not feel burden to learn English which is new thing for them. Therefore, teachers are required to be able to choose song that is suitable to learning subject and students' background. This

condition surely leads the class to achieve the learning objective.

Researcher's suggestion to the next researcher is to conduct a research related to using song for teaching English for young learner in another aspect since this research only discusses the use of kid song in English pronunciation. The next research might be the use of kid song to vocabulary mastery, grammar, and listening skills.

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**SUPPORTING CHILDREN LEARNING ENGLISH AS
AN FOREIGN LANGUAGE IN KOTO PADANG,
DHARMASRAYA**

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Abstract

Globalization demands we speak and write English. Parents compete to send their children to foreign or national schools that use English. No matter the child's linguistic capacity, age, the educators' education, or the teaching approach, the parents will be pleased and confident in the education if they speak English and have an international license. Many young people are anxious and frustrated. They are required to speak English rather than learning it. So their speech and sentence structure are odd. Parents should explore English-mediated education for their children. Age matters when learning English (a foreign language). When should kids learn English? What teaching approaches are best for young children? The author plans to discuss and detail this topic in the article.

Keywords : *English Language, Teaching, Children*

A. INTRODUCTION

English is an international language where in this era of globalization English is important to learn because it is a tool of international communication. Elementary school English studies are one of the efforts to build a good Indonesian foundation, ready to complete in global association. English subjects have a strategic role in preparing students early in global association.

We must be fluent in both spoken and written English in this age of globalization. Parents compete to send their kids to schools that meet international or national standards and where English is the primary language of instruction as a result of these demands. The most important element is that if there is an international license and they speak English, the parents will be satisfied and believe in the instruction, regardless of the child's age, the instructors' education, or the method being used. Many kids experience stress and frustration as a result. They become karbitan children who must speak English rather than being fluent in the language. Because of which their language's sentence structure and pronunciation of sounds are bizarre. In fact, there is a

need for consideration for parents to include their children in English-mediated education. The age of the child is an important consideration in learning English (a foreign language). At what age should a child acquire foreign language learning (English)? And what teaching methods and processes are appropriate and appropriate for early childhood? This issue is the author's consideration to discuss and describe it in the journal of this paper.

Children's foreign language instruction in America and Europe dates back to the 1950s, when it first gained popularity. In the 1960s, it experienced a slight dip. Education and learning English is based on the idea that learning a foreign language or a second language would be better if it started earlier (Hammerby, 1982: 265). Many assumptions about age and language learning include that children learn languages better than adult learners; foreign language learning in schools should start as early as possible; it is easier to attract children's attention and interest than adults, as expressed by Ur (1996: 296).

Learning English at the elementary level is certainly different from the school level Junior High School (SMP) or High School (SMA). This is

because of the style elementary school learning and the development of their language skills that are different from teenagers and adults. Therefore, language learning should be designed and adapted to the level of development of the child so that learning becomes meaningful and does not burden students.

English subjects in elementary schools have just been re-taught so many students are less interested in English lessons. For this reason the research was conducted to increase the interest of elementary school students in English, as well as to foster enthusiasm for learning English.

B. METHODOLOGY

Qualitative research examines a population or sample. Collecting quantitative and qualitative evidence to test a hypothesis. Qualitative research methods are considered naturalistic because they're conducted in natural settings (natural settings). Originally employed in cultural anthropology, thus the name ethnographic method. McMillan and Schumacher define qualitative approaches as social scientific traditions that rely on seeing humans in their own environment and using their language and

vocabulary. In conducting this research, the method used by the researcher is using a qualitative descriptive approach. This approach was chosen because it provides a detailed and comprehensive description or description of early childhood learning in Koto Padang District which was created and designed by the researcher himself. The results of qualitative research are in the form of a description of the words described by the researcher in an appropriate and systematic language in accordance with the facts in this study, namely a qualitative approach. Researchers used interview and observation techniques. The aim of this is to collect information, and collect the necessary data according to the purpose of the study, and to seek details about the students' background and how they have learned and known English. In addition, to find out the interests and reactions of students to the approach used and students' responses to learning English. Finally, it aims to observe students' attitudes and behaviour towards the approach used.

C. DISCUSSION

1. English Language

English is now widely spoken in all parts of the world and in all walks of life. To link people and spread knowledge around the globe, English has emerged as the dominant language of the information age. Because learning English makes it simpler to create connections with people all over the world, it's safe to assume that fluency in the language is a crucial precondition for success in the modern world. English has been termed "the lingua franca of the world," to quote Fromkin (1990: 259).

In Indonesia, English is the starting point for learning other languages. The second language context does not apply to this position. Mustafa (2007) defines a second language as one that is learned by a child after their mother tongue and that shares many of the same features. A foreign language, on the other hand, is one that is spoken in a different country but is not widely utilized for communication. Due to the dominance of Indonesian languages relative to English, it is difficult for people in Indonesia to learn English because it is a foreign language that is not used in their daily lives.

Actually, knowing English well is crucial in the age of instantaneous global communication. What this means for our ability to engage with the world at large. Due to the current problem of globalization, proficiency in numerous foreign languages especially English is becoming more and more crucial. Learning a second language is essential for success in research, making connections, and advancing one's profession. Because of this, individuals of all walks of life are inspired to learn English.

As a result of people's desire to travel the world and broaden their horizons, there is fierce competition among parents to ensure that their children acquire English as a first language. In this case, we're working with the presumption that kids pick up lingo quicker than grownups (Santrock, 2007:313). Immigrants from China and Korea who came to the United States between the ages of three and seven had greater English abilities than those who arrived later in life, according to research conducted in 1991 by Johnson and Newport (Santrock, 2007:313).

Another study highlighting the advantages of early language acquisition Mustafa (2007) argues that children who learn a second language benefit from more adaptable ways of thinking, doing schoolwork, and interacting socially. Since of this, when they're older, youngsters will be valuable human resources because they'll be able to function effectively in a variety of professional and social settings, regardless of the language or culture they were raised in. Mustafa (2007) argues that teaching children a second language at an early age also helps them better comprehend and appreciate their own tongue and culture. They will have easier access to information about languages and cultures outside their own.

However, there are notable distinctions between teaching English in Indonesia and teaching English as a second language in countries where English is the primary language of communication. In Indonesia, English is one of the local content courses that is not (or is not now) required to be taught in elementary schools, but is required to be taught in junior and senior

high schools. While it is true that English is currently making efforts to be taught as a foreign language (either as a separate subject or, eventually, as the "medium") in bilingual education (Chamot, 1987). For math and science classes in grades 4 and 5, 42 elementary schools across 30 provinces are piloting a multilingual learning approach.

In reality, however, all four linguistic skills listening, speaking, reading, and writing are necessary for accomplishing the goal of teaching English. The English language also differs greatly from the language that most kids acquire as their first language (Indonesian, Javanese, Sundanese, and other regional languages in Indonesia). Realizing this linguistic distinction is crucial for justifying education. Variations in pronunciation, spelling, grammar, stress, intonation, vocabulary, and cultural norms are all signs of linguistic and cultural distance. When it comes to time (tenses), numbers (single vs. plural), and gender (feminine vs. masculine), English is often recognized as a language of extreme precision.

2. Early Childhood Language and Cognitive Development

A child's language actually began to develop the moment they were born, using the most basic language or pre-speech, which is "crying." Then comes development in the form of "chattering/babbling," which is the use of short words or phrases accompanied by body movements or other sounds to augment speaking. In educational psychology, there is a learning theory that can be used as the basis for teaching. The learning model that is quite well known is the intellectual/cognitive development approach, which was coined by Jean Piaget (1896–1980). In Piaget's model (Dahar, 1988), each individual experiences the following levels of intellectual development:

1. Sensorimotor stage (age 0–2 years).
2. Preoperational stage (ages 2–7 years)
Children try to master the symbols.
3. Concrete operational stage (ages 7–11 years).
4. Formal operational stage (ages 11–15 years and over).

By the time this stage is over, kids are able to justify their beliefs. Children are starting to understand tangible concepts and can divide objects into groups based on a single characteristic. So, when young children learn English, they are in the stage of preoperational stage and therefore require lots of illustrations, models, drawings, and other activities. It seems that Piaget does not believe that the use of direct learning is actually as important in the development of natural, logical, and mathematical knowledge as Wood (2001). Currently, there are many studies that prove and are quite convincing that the actual benefits of verbal learning, social interaction, and culture can increase learning optimally.

3. English Education for Early Childhood

Between the ages of two and seven, a person's linguistic sensibilities are at their peak. Before this window of opportunity closes, youngsters need to be exposed to a variety of linguistic elements. It is crucial to instill healthy and proper speech patterns throughout this formative time because of the need of effective

communication with one's surroundings (Maria Montessori, 1991). According to this belief, it's best to start teaching kids English as soon as feasible. Students will need to take their time and advance through the curriculum because English is often the first foreign language taught in Indonesia. The choice of content that is both age-appropriate and advantageous for the language and cognitive development of the child, as well as a comfortable learning environment, are critical components of any learning process. There are many things that affect how well young children learn English, such as:

- Teachers can activate the learning process since they are skilled educators..
- Learning resources and facilities are adequate and meet the requirements (adequate).
- The curriculum is good, simple, and attractive (attractive).

In learning English, there are many methods and techniques that can be used, including through:

- Story Telling

- Role Play
- Art and crafts
- Games (Games),
- "Show and tell,"
- Music and movement

4. The TPR Method (Total Physical Response Method)

According to Richards, TPR is defined as "a language teaching method built around the coordination of speech and action; it attempts to teach language through physical (motor) activity. and strive to teach language through physical (motor) activity. Meanwhile, according to Larsen and Diane in *Technique and Principles in Language Teaching*, TPR, also called "the comprehension approach" or "understanding approach," is a method of approaching a foreign language with instructions or commands. (Widiputera, 2004).

It was developed by James Asher, a professor of psychology at the California State University of San Jose. an appropriate method for teaching English to early childhood where

learning prioritizes activities directly related to physical activities and movement. Asher said that in this TPR method, the more often or more intensively a person's memory is stimulated, the stronger the associated memory association and the easier it is to remember (recall). This memory activity is carried out verbally and with motor activity. Nurul (2014)

Asher also came to the conclusion that emotional aspects play a significant role in children's language learning, therefore learning a language through activities like games that can be paired with singing or telling stories will be able to lessen the pressure associated with doing so. He believes that having fun in children (a positive mood) will have a good impact on children's language learning. Nurul (2014).
Examples of activities with this method:

Here are some instances of learning using this approach: In order to introduce the term stand up (standing), all the kids must stand up while hearing and saying the word. We do not need to emphasize recognition of written language (written language) in this case;

although we can occasionally write the words, it is not required. Then we can strengthen the recognition of the word while singing and while moving according to the command of the song. (Nurul, 2014).

5. Teaching English by Singing Method

Methods and approaches should be adapted to the desired skills. A teacher's professionalism in developing and using these approaches and procedures improves teaching and learning. Games, singing and music, tale reading, art experiences, crafts, and focusing physical activity are successful approaches for teaching English in communicative environments, especially for students infancy

Matondang (2005:134) says that music and motion are effective ways to teach young children English. Music (singing song) is the art of producing tones or sounds in sequences, combinations, and temporal relationships to generate cohesive compositions (contains rhythm). Songs include rhythmic tones or noises. Music and singing are connected and can aid learning.

Movement (motion) arises from motion. "Movement" means a place shift (action) after an urge (inner/feeling). Song or singing can inspire movement.

Children can be made happier and more engaged in their learning by using music and dance to learn English, and educational material can be more easily absorbed.

Music and movement aid a child's development. Songs can help children's spirituality and equilibrium. Humans can express and manage their emotions through music. Music includes singing. Singing communicates thoughts and feelings. Children's songs include:

1. Children can express joy, humor, admiration, and emotions through singing.
2. Singing is heard, sung, and transmitted.
3. In Motion Language, vocal movement is portrayed in bars (regular motion and beats), rhythm (brief, irregular movements and beats), and melody (high and low motions) (high and low movements)

Children enjoy singing. For young children, singing is more of a play activity than a

means of instruction or message transmission. Singing may make kids happy, content, and enjoy themselves, which motivates them to learn more (Joyful Learning). By singing, a youngster learns, masters, and practices a teacher's way faster. This activity helps youngsters listen, sing, and be creative.

Advantages of using songs to teach English:

1. Through songs, we will motivate children to be more happy to learn English.
2. Children are happier when they sing, and it is simpler for them to comprehend the lessons being taught. The success of learning English in early childhood will also depend on how well the teacher can choose songs and make movements that are right for the child's age and stage of development.
3. Teachers may encourage children's interests in being happier and more engaged in learning through singing and other learning activities, and they can even make it simpler for kids to comprehend the lessons being taught..

4. Children are made happy, not bored, and interested in participating in the learning process.

As a result, singing is a fairly common activity among kids. Singing is typically more of a play activity for kids than a teaching tool or a way to get a point through. Children who sing can experience fulfillment, joy, and happiness, which can motivate them to engage in more active learning (Joyful Learning). A youngster will learn, master, and practice a teaching approach that is presented by the educator more quickly if they sing. Additionally, via this activity, youngsters can practice their capacity for listening, singing, and creativity.

6. Teaching English by Using Games

The advantages of using games in learning:

- Uniform topic submission

By employing game media in learning activities, students will receive a standard interpretation of topic teachers' viewpoints.

- Learning is more fun

- Visual, audio, and motion are game media aspects (which can interact). This media game can spark students' curiosity, stimulate their reaction to the teacher's explanation, allow students to touch the object of the lesson study, and more. Interactive learning increases.
- The presence of AI in game media enables two-way dialogue in which students respond to queries that appear at random on the computer screen. Games can be more challenging and tailored to student abilities with the use of AI computer programming. One illustration is simulations.

- Lessons can be shortened.

The teacher spends less time discussing the content with gaming media. Students can learn topics by interacting with game media.

- Improve student learning.

Game media can help pupils absorb subject information more fully and completely. Because game media has visual and auditory features and is interactive,

students can interact with game programs about a subject. a quiz game

- Learning can occur anywhere, anytime.

Rapid technological advancements allow students to afford laptops. This portable device can be used anywhere. Interactive CDs are usually used for media games. so game media can be used anytime, anywhere.

- It is possible to increase students' positive attitudes regarding the material and their education. Learning and teaching are improved by media. This may increase pupils' interest in science and global studies.
- The teacher's role can improve.

When using media in learning, teachers don't need to repeat themselves. Teachers can focus more on learning by eliminating verbal (oral) descriptions. Third, teachers are also consultants, advisors, and learning managers.

7. Teaching English by Using Stories

Reading English short stories is one method of learning the language, among others. Reading

English lines that are still simple enough for us to understand would be quite helpful in understanding the English story. The steps for implementing learning English by telling stories are as follows:

- a. It fosters a friendly, enjoyable environment and piques the interest of the kids in the stories we'll read.
- b. Before telling the story, make a pact with the child. Don't ask any questions before you finish the story. If there are children who want to ask, please postpone it first.
- c. Now, read the story as enthusiastically and intriguingly as you can. Ask the youngster to repeat what was said after the narrative has been finished, and then anyone who wants to ask is invited.

D. CONCLUSION

Early childhood has a sensitive or sensitive to something stage. Since children's brain growth reaches 80% by the time they are eight, it is possible to introduce them to every aspect of language before this time period comes to an end. As a result, teachers

or teachers must do their best to take advantage of early childhood by providing tactics that can improve excitement and motivation with what is provided, particularly while teaching English. As is well known, youngsters enjoy engaging activities. As a result, learning English can be applied to enjoyable early childhood learning practices. Education is an important point in determining the progress or retreat of a nation. Because English has become a much-needed language for the future of children, only for example for education and also for employment. Teaching English is important at an early age because it is at that age called "golden age" where children are more likely to remember and in those times of curiosity it is high. With some of the English teaching methods for the aforementioned age children, we can conclude that we need methods-interesting methods, such as using songs, games, pictures and videos to stimulate a child's brain, to create an interest in learning, especially English. But behind it all also requires parental support and motivation, how important it is to learn English.

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**INCREASING ENGLISH PRONUNCIATION BY
USING AUDIO VISUAL MEDIA OF ELEMENTARY
SCHOOL STUDENTS IN BATUKAMBING, AMPEK
NAGARI**

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Abstract

The aim of this research is to increase students' pronunciation by using audio visual media and the transcript of students in elementary school at Batukambing, Ampek Nagari. This research used mix method to collect the data which have analysis model. The subject of this research was elementary students at Batukambing, Ampek Nagari. The data was collected using test and interview. Audio visual media and the transcript increase students' pronunciation in each meeting and process of teaching and learning English pronunciation. The audio visual was played several times and the students repeated by reading the transcript that presented. Audio visual helped students to learn pronunciation. In conclusion, audio visual media helped students to increase their pronunciation.

Keywords: *Pronunciation, Audio Visual Media, Elementary Students*

A. INTRODUCTION

Language is an important instrument for human communication. People can understand each other better if they speak the same language. Nobody knows how many languages have been spoken around the world since each country has its own national languages, as well as thousands of dialects. In present era, each country must not only speak its own language, but also understand foreign languages.

English studies have purpose to understand how to communicate in English. Different with Indonesia language, which is used in daily communication or mother thounge English language that learn and use as foreign language in communication. English learning is important because generally used to communicate at this time as well as in technology. In most cases, foreign languages are taught in schools.

Furthermore, English is taught as a foreign language in Indonesia because it is an international language. English is taught from elementary school to university level. Although, it is difficult to speak English fluently because there are many English teachers who still speak English incorrectly.

Therefore, it is influence their students' pronunciation.

Pronunciation is important to communicate especially to speak in English language. People that have good pronunciation also can have a good communication with other. It means pronunciation should be taught as early as possible to the students. Children at primary level are easier to learn something than adult learners, it is the reason why teaching pronunciation should be taught earlier. According to Zhang (2009), young learners are able to learn effectively, while the learning process of adult more difficult because of their age.

At this moments, many elementary students face problems in learning English pronunciation as foreign language because influenced by mother tongue or regional language. Furthermore, teachers neglect to teach pronunciation to their students because English subject for elementary is now being taught again. Harmer (2002) stated that there are many teachers just make a little attempt and paying a little attention. Teaching pronunciation not only make students notice differences in sound and meaning but also increases their skills.

Although, in Indonesia not all of the teachers specifically in elementary school aware about the important of teaching pronunciation. For the reason that students unusual finding and hearing the sound of the words so they difficult to pronounce some words. Teachers only focus to taught vocabulary and simple grammar not to providing activites to improve students English pronunciation.

In teaching English pronunciation effectively can be improve by using method and media that use in teaching process. Teachers need to use appropriate method and media so that students can understand the learning easily. One of the media that can be use to teaching English pronunciation is audio visual media.

Munadi (2013) stated that audio-visual media is a media that involves the sense of hearing and vision at the same time in one process. Many kinds of audio visual to teach students like MP3 and video. When using audio visual media media, students not only hear the sound but also see some interesting sights simultaneously.

Based on explanaion, using audio visual media will help students to learn English

pronunciation easily and enjoying it. Hopefully students' pronunciation can be increase by using audio visual media.

B. METHODOLOGY

To collect the data, this research used mixed methods. According to (Three et al., n.d.), mixed methods is a procedure done by collecting, analyzing, and infering with qualitative and quantative methods used in research that aim to understand the research.

Related to this research, the research used mixed methods with descriptive quantitative and qualitative to know the influence audio-visual media to increase students' pronunciation. This research used a test as an instrument. A test is a method of measuring a person's ability, knowledge, or performance in a given domain. Some tests measure general ability, while others focus on very specific competencies or objectives. Testers need to understand who the test-takers are. To support the data gained from the test, next conducted qualitative research by interviwed students that interested to learn by using audio-visual media by asked some supporting questions.

Techniques of data collection that used in this research there are test and interview. Douglas H., (2003) stated that a test is a method of measuring a person ability, knowledge, or performance in a given domain. The result of test used to collect the data and student's activity in learning process that used audio-visual media, while interview used to know additional information about students pronunciation.

C. DISCUSSION

English subject at elementary school is now being taught again. However, Some teachers at elementary school in Batukambing, Ampek Nagari did not provides their students with complete method or media. Pronunciation is a good choice to start learning in English subject. At this moment, there are many problems in teaching pronunciation. Teacher did not ask for the students to pronounce the words and just asked the students to listen. That the reason why teacher needs to find another media to teaching pronunciation so students could listen and know how to pronounce the word. One of the media that can be used to teaching pronunciaion is audio visual. The researcher is interested to solve the problem using

audio visual as a media to increase students' pronunciation.

At the first meeting, students learn about daily activity using English. Audio visual and the transcript can increase students' word stress. Students watching audio visual media that given and read the transcript. The transcript had been changed to be reading appropriate the activity that presented. The students needed to practice reading the words before audio visual was played. When the students understood how to read the words, they would practice with audio visual. Students read the transcript by repeating the audio visual and getting used to it. It indicated that audio visual and the transcript can increase students' word stress. Researcher did the test for them based on the materials given. Students were asked to pronounce the transcription without researcher help.

The result, students still difficult to adapting of the way in teaching pronunciation because using native speaker talk model by using audio visual media is a new thing for the students. First, the students could not pronounce the transcript well because lacked of word pronunciation practice.

Students still difficult to watching and read the transcript. Students were confused to read the words, that the reason why how to read the transcript and the purpose need to explain. After explained, students were asked to practice reading after the audio visual was played. Students became familiar after practicing repeatedly.

At the second meeting, students have already given some new words and still confused to reading correctly but their intonation have increased. The narrator was the native speaker who sings clearly and it feels familiar for them to repeated. Although the students who was watching audio visual and reading the transcript with good intonation. For the first time, students did not feel familiar with some words from the transcript, but after explained how to read the word some students could reading the world correctly while some of them still confused with it. At the second test, students were asked to practice with their friends. They asked to remember how to pronounce the words and the meaning. Students still get difficulties when they asked to pronounce some words but they have increased their pronunciation especially their intonation.

At the third meeting, students' pronunciation have begun fluent. More explanation about the material was given and the students asked to practice one by one. The students read aloud the transcript so they can find out whether the pronunciation that they are saying is correct or not. Students repeated the transcript without explanation first. However, if the pronunciation is not correct it could be revised by the researcher. When the students read the transcript aloud, they would be able to hear their own pronunciation. For the test at this meeting, students were asked to arrange some activities and pronounce the words correctly. Students did not find too much troubles when they did pronunciation. Sometimes they forgot how to pronounce the word but they could handle the troubles.

For the fourth meeting, students could pronounce the transcript from the audio visual that given. After learned the last material, students asked to pronounce the words without explained by the researcher. Students could pronounce the words clearly because they were familiar with the words. To the test, researcher asked the students to tell their daily activities from wake up until they go to bed

without help by researcher and they can did it well. According to the test, students' pronunciation have increased by using audio visual media and the transcript. Students could pronounce the word correctly and tell without look at the transcript presented.

Moreover, the result of the treatment presented that the test purpose have impact students' pronunciation. The efficiency of audio visual and the transcript to increase students' pronunciation made the students can read and listen the audio also they can repeated the way to pronounce the words correctly. By using audio visual media students easier to pronounce the stress words and good intonation. Students can enjoy and focus in learning pronunciation by using audio visual media because they could watched and listened the native speaker sings the words clearly. Students learn how to pronounce the words stress and the intonation correctly by using it.

The meetings were done four time. Throughout the treatment, audio visual was played in each sentence and students were asked to read the transcript and repeated. The audio visual was played

three times and students needed to listening the audio carefully and then read the transcript based on the video given.

Besides using test to get the data, researcher conducted an interviewed to the students that could pronounce correctly after learned English by using audio visual media. The first question is about their experience in learning English subject. Most of them are not learn English before so they admit that to pronounce the words fluently, they need to repeat regularly until they familiar with the words. They did the hardwork to pronounce the words given. They are consistent try pronunciation the words that have learned in daily life.

When they asked about English subject difficult or not, many of them answered that English subject is difficult but it can be enjoyed because audio visual that was given. They could listened the pronunciation also read the transcript and the animation were presented make them interest to learn pronunciation. However, some of them still confused because in English word is not spoken how it is written and any students did not find any difficulties when learning English.

All of the students approved that the audio visual helps them to understand how to pronounce the words in English. They told that learned using audio visual was fun and not make them boring because they interesetd with the animation presented. They could sing together and repeat after hear the native speaker also they know how to read English word by the transkrip.

The last question is about what the new knowledge they get by learning using audio visual media. All of them told that they get knowlege about English because they are not learn English subject before. They said that they could pronounce some words in English correctly.

D. CONCLUSION

This research was conducted and aim to find out whether audio visual can be an effective media to increase students English pronunciation especially to elementary school students at Batukambing, Ampek Nagari. Teaching pronunciation by using audio visual media increase students effectiveness in pronunciation. Using this media can encourage their learning process specifically in learning

pronunciation. That the reason why students more interested in learning English. This research was conducted by using mixed method and the data was collected by using test and interview. The test was used in this research is an oral test to know students' pronunciation ability. To collect more data, this research also used interview to know how influence audio visual media in increase students' pronunciation.

Based on the data above, students gave positive responses and they feel enjoy when learning English pronunciation. It can be concluded that audio visual media can be effective media for learning English subject specifically in learning pronunciation. Teachers should be creative to find the audio visual to make students interest in learning pronunciation. Using audio visual in fact is able to create fun situation of the students in learning process.

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**USING FUN ACTIVITIES TO INCREASE STUDENTS'
VOCABULARY IN ENGLISH SUBJECTS AT SD
MUHAMMADIYAH KOTO MALINTANG**

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Abstract

The main language of the world's population is English. As one of the world's languages, English plays an important role in daily life. English is used in all walks of life, including education. In Indonesia, English is one of the subjects that must be studied at the elementary, junior high, high school, and college levels. English communication can be realized if student masters four language skills, namely reading, speaking, listening, and writing. There are three elements of language that play an important role in supporting the four language skills, such as pronunciation, grammar, and vocabulary. Vocabulary is one of the important elements that help students to communicate in English. But in reality, most students have not mastered English vocabulary. As a result, the purpose of this research is to make it simpler for students to learn vocabulary by employing fun activities. This research was conducted at SD Muhammadiyah Koto Malintang. The research for this KKN article uses qualitative research methods. The data collection in this study was conducted through interviews, observations, and documentation. The result of this research using fun activities is more effective, because it can increase students' vocabulary.

Keywords: *English, Vocabulary, Fun Activities.*

A. INTRODUCTION

Language is a communication tool used by humans to express themselves both in written and oral form. Humans can also communicate with other people more easily if they speak their language. Using languages allows humans to transfer information from one generation to the next through expression, which can be done sooner or later. According to (Firman. Naf'an Tarihoran., 2017) said that a person's language skills, thoughts, feelings, and reasoning can be stimulated and trained so that language functions can be felt more effectively.

Language and culture are inextricably linked; culture is important for language learners and society to understand, but it is often taught separately from language. Nowadays, it is not uncommon for culture, even foreign languages, to be used in Indonesia. English is a foreign culture that entered Indonesia in various ways and means. Because English is an international language when English has become a necessity for the wider community, including Indonesia

Today, English is an important language in our lives. Thus, the Indonesian government has determined that English is one of the curriculum subjects in Indonesian schools. It is hoped that Indonesian students can master English through their education.

English is one of the subjects that must be studied in Indonesia at the elementary, junior high, high school, and college levels. According to (Saepudin, 2014) state that, Learning English in educational institutions, from elementary to tertiary levels, ideally allows students to master the four language skills functionally and proportionally. This is because English does not only function passively, namely as a medium to understand what is heard, news, texts, readings, and discourses but also functions actively, namely as an understanding medium for other people through oral and written communication.

English communication can be realized if students masters four language skills, namely reading, speaking, listening, and writing. Pronunciation, grammar, and vocabulary are three language characteristics that play a significant role in supporting the four language skills. Vocabulary is

important in mastering the English language. Learning to read, speak, write, and listen requires a strong vocabulary. People with a limited vocabulary struggle to convey their thoughts and express themselves effectively, both orally and in writing.

Learning a new language cannot be isolated from vocabulary development. This means that while learning a new language, individuals must be familiar with its vocabulary. Vocabulary may be defined in a variety of ways. Some vocabulary words have been suggested by experts.

According to (Rohmatillah, n.d.), vocabulary is a core component of language proficiency and provides much of the basis for how learners speak, listen, read and write. Without an extensive vocabulary and strategies for acquiring new vocabulary, learners often achieve their potential and may be discouraged from making use of language learning opportunities around them such as listening to the radio, listening to a native speaker, using language in a different context, reading or watching television.

According to (Alizadeh, 2016) Depending on one's point of view, the term vocabulary may be defined differently. However, vocabulary may be

broadly defined as the understanding of words and their meanings. Someone else may describe vocabulary as a set of terms listed alphabetically with meanings. Most linguistic studies define a word as a mix of its meaning, register, association, collocation, grammatical behavior, written form (spelling), spoken form (pronunciation), and frequency. Mastering a word entails not only learning its meaning but also seven additional characteristics. All of these characteristics are referred to as word knowledge.

Vocabulary is not simply a collection of words that we learn and comprehend; it is also the process through which these words are assembled. People may not be able to communicate at all until the barriers that hinder them from doing so are removed. Furthermore, students who do not understand language and grammar may have trouble acquiring information and using modern devices. Teachers must employ successful ways to teach English in the classroom if students are to grasp how vital English is.

In learning vocabulary, not all students master the vocabulary and it is not easy, especially for students

at beginner levels. But at the beginner level, such as children in elementary school, this is a golden age for them, where the brain is developing. This shows that all the potential and conditions that exist in children have started at this age. Therefore, it is important for a teacher to teach them about English, especially in vocabulary, so that their abilities can improve.

In the process of learning English, the teacher has tried to teach vocabulary to students. The English teacher explained that in the learning process, when there was a difficult vocabulary word, the teacher asked the students to write and memorize it. So that students can improve their abilities, teachers need to improve their methods of teaching.

In fact, many teachers still use traditional methods to teach vocabulary. The technique appears boring, which may cause students to get bored and lazy during the teaching and learning process. It might also make it harder for students to acquire language since they do not follow the lesson smoothly.

During the process of learning English, in general, elementary students are quick to learn vocabulary but slower to learn structure. By using

words in contexts such as fun activities or playing games (brainstorm, guessing, modified catch phrase, dictionary game, what am I thinking?, scramble for letters, 20 objects, drawing while learning vocabulary) can be used a benefit in order to fix them in their minds. According to (Bavi, 2018), Fun activities can support in the formation of linkages between words and other lexical objects, resulting in the formation of network vocabulary. The use of enjoyable games and activities for teaching vocabulary, as well as their wash-back effects, has been widely established in several research, assisting many students to overcome their shyness and engage more actively in the meaning-making process.

To educate and acquire vocabulary, several approaches, such as games, can be employed. Teachers can utilize games to help them establish social circumstances in which language is helpful and meaningful. To effectively increase learning, entertainment must include opportunities for students to reflect on and explain what is going on. Without time for reflection, learning is impossible. As a result, teachers must employ ways that capture students'

attention so that they may actively engage in their learning.

Based on the description above, the researchers used fun activities to increase students' vocabulary in learning English. So this research is entitled “USING FUN ACTIVITIES TO INCREASE STUDENTS' VOCABULARY IN ENGLISH SUBJECTS AT SD MUHAMMADIYAH KOTO MALINTANG”

B. RESEARCH METHODS

In conducting this research, the research method used was a qualitative research. According to (Kusumastuti, 2019) qualitative research is an attempt to investigate and understand the significance held by various individuals or groups of people. According to (Lambert., 2012), the purpose of qualitative research is a comprehensive summary, in everyday terms, of certain events experienced by individuals or groups of individuals. In this study, the researcher wanted to see to what extent the students' vocabulary skills were increased by using fun activities while learning English subjects. The subjects of this study were students of SD Muhammadiyah Koto Malintang. Data from this

study were collected through interviews with English teachers, and data were also collected by observation and documentation at SD Muhammadiyah Koto Malintang.

C. DISCUSSION

1. Vocabulary

Learning a new language is inextricably linked to vocabulary, pronunciation, and grammar. To learn a new language, at least one person must master a vocabulary, because one's vocabulary is the most important component of learning a foreign language. Vocabulary is really important. It is one of the components that link the four skills of speaking, listening, reading, and writing. Students must first study basic vocabulary to assist them in understanding English before they can master the four competencies. There are several methods to define vocabulary. Several vocabulary words have been offered by experts.

According to Richards and Renandya (2002) in (Rohmatillah, n.d.) stated that, Vocabulary is an essential component of language competency because it serves as the foundation for how students talk, listen, read, and write. Students often achieve their potential and may be discouraged from taking advantage of language learning opportunities around them such as listening to the radio, listening to the native speaker, using language in different contexts, reading, or watching television if they do not have a large vocabulary and strategies for acquiring new vocabulary. The other definition of vocabulary states from Roget in (Williamson, 2014), he say vocabulary is:

- a) A list of frequently defined or redefined words.
- b) All-language words
- c) Exclusive expression from a specific industry, subject, business, or subculture.

Vocabulary is an important component of language teaching, as stated by Edward (1997) in (Williamson, 2014), “Vocabulary is an important aspect of every language's teaching; students must

continually acquire words as they learn structure and sound systems.” It can be difficult to identify the terms that students associate with vocabularies, such as meaning, spoken/written forms, collocations, connotations, grammatical behavior, and so on.

According to (Rohmatillah, n.d.) defined that, Vocabulary is an essential component of language competency because it serves as the foundation for how students talk, listen, read, and write. Learners often achieve their potential without an extensive vocabulary and strategies for acquiring new vocabulary, and they may be discouraged from taking advantage of language learning opportunities around them, such as listening to the radio, listening to a native speaker, using language in a different context, reading, or watching television.

Vocabulary is an important component of language proficiency since it provides the foundation for how students communicate, listen, read, and write. The understanding of words and their meanings is commonly referred to as

vocabulary. Vocabulary is a combination or collection of alphabets formed in one word or more than one word which is called a collection of words or phrases that have meaning or significance. For example, namely: mother means *ibu*, father means *ayah*, book means *buku*, pen is *pena*, animal means *hewan* and others.

Teachers should examine certain sorts of vocabulary that may be taught to young learners based on the value of vocabulary. It will be discussed in the following section.

a. Types of vocabulary

There are some types of vocabulary as stated by Nation (1990), Aeborsold and Field (1997) in (Williamson, 2014). There are two types of vocabulary: active or productive vocabulary and passive or receptive vocabulary.

- Language elements that a student may employ effectively in speaking or writing are referred to be *active or productive vocabulary*. Students' productive vocabulary consists of words that they can

speak, spell, and write. It involves how to employ words in a grammatical structure.

- Language units that may be identified and comprehended while reading or listening are referred to as passive or receptive vocabulary. This receptive vocabulary refers to the words that students can arrange when they hear them, and they are required to distinguish between words that sound similar.

The argument above leads to the conclusion that there are several varieties of vocabulary, which is related to the fact that individuals interpret words in various ways, including visual, auditory, oral, and written words. Because not all words fulfill the needs of students, vocabulary selection is an important factor to think about while educating students, and these vocabulary selection considerations will be discussed in further detail below.

b. Criteria for vocabulary selection

Although vocabulary selection criteria are important in learning a foreign or second

language, vocabulary cannot be taught or learnt in isolation from the other linguistic components, namely grammar, phonetics, and phonology. Vocabulary criteria that must be taught include:

- Commonest words are helpful terms that students use to communicate in their daily lives.
- Words that students require based on their characteristics.

When learning a new language, it is not necessary to learn vocabulary since vocabulary is a determinant of one's ability to communicate and use the language. According to (Rizki, 2014) says, “Without grammar very little can be conveyed, without vocabulary nothing can be conveyed.” So from that statement above, teaching language must emphasize in both vocabulary and grammar. We can put vocabulary higher than grammar. Students who have a lot of vocabulary will be able to speak English well and use a variety of vocabulary in speaking. In contrast, a student with a little vocabulary

will find it difficult to express what they want to say, and they will struggle to do it in English.

Although we all know that grammar is equally crucial in learning a language, those who have a large vocabulary but lack grammar expertise cannot build acceptable sentences. Although vocabulary can be learned through experience, it is not essential for good language development.

2. Teaching Vocabulary Through Fun Activities

A fun activity is a small feature of education, particularly for younger students. Teachers and administrators may utilize a number of fun activities to teach language to create a relaxing environment. According to study performed at SD Muhammadiyah Koto Malintang, the following are some interesting activities that educators might use to teach vocabulary to students:

a. Teaching vocabulary through games

The usage of games helps students become more interested in studying. Many

items, such as games, may be utilized as educational material. Games, as pedagogical media, may also be employed as effective teaching media. Because games may actively inspire students, they can be employed as an effective medium for involving students in the learning process. The objectives of the learning materials to be reached can be more readily conveyed by employing games as learning medium. If the media tries to fulfill educational goals in learning, games may be a source of learning or learning media. It is vital to have guidelines in place to help students learn the topic.

For young learners, game instruction is really important. They play and learn something new at the same time, which helps children recall the vocabulary. It also aids in the development of the students' imagination. Flashcards, crossword puzzles, word games and other game versions involving language are examples of vocabulary games.

Because the game is an activity with significant benefits for self-development,

games in the learning process must enhance students' self-development while teaching vocabulary through games. Games are an important part of a child's life and play a significant role in the formation of his or her personality. The game has two meanings, according to (Ismail, 2000). First and foremost, the game is a recreational pastime in which no win or loss is sought. Second, although the game is perceived as an activity undertaken to seek pleasure and satisfaction, the mission is designed as a win-or-lose game.

For example, while teaching vocabulary using games, teachers must be innovative and creative in teaching learning process, such as by employing games as learning material. The game will help to create a more comfortable and enjoyable learning environment. Word Game is one example of a game that may be utilized as a learning medium. A word game is a game that involves creating, guessing, or selecting words. The use of Word Games in learning is one method for developing a process. When using word boxes, students

must exercise caution when searching for solutions amid other false terms.

Games are the best way to introduce and teach vocabulary to students. Through games, they can learn, utilize, and practice vocabulary in fun ways and through fun activities. It is preferable to gather the kids in order to boost their confidence and increase their teamwork. A vocabulary game can involve having kids sit in an O shape and naming items in the classroom. The instructor can begin by mentioning "table," and each student can then name other things. The student who uses the same term twice will be punished, such as being called out in front of the class.

It can be seen from the previous explanation that using games to teach English vocabulary will make the teaching and learning process more interesting. The unique experiences they have while playing the game will help them memorize the acquired language and enable them to remember the terms in the long term. Playing games will

motivate students to learn English vocabulary. It also encourages and deepens student understanding. In this situation, students' opinions about teaching English vocabulary using games should be fun, interesting, demanding, and successful.

b. Teaching vocabulary by using a story

Listening to narrative stories can also help students learn new vocabulary. Students like hearing and reading stories, especially when they are accompanied by pictures. When teaching vocabulary through a story, the instructor can play audio and allow students to listen, such as a story about a location, a fairy tale, or a legend. The students and the teacher can then discuss the issue and how the tale developed. The teacher might then ask students to write down the vocabulary from the narrative account as a follow-up assignment. The audio can be played frequently by the teacher to assist students remember or write down the vocabulary they hear.

The teacher can employ storytelling as a vocabulary-building exercise. As a storyteller, the teacher should use proper gestures, mimicry, and tone. The tale should be basic and easy to grasp because it is aimed for young learners. The teacher may pause in the middle of a narrative story to ask the students what happened to the character. For example, in the story of the elephant and the ant, the teacher asks, "What did the ants do to the elephants after the elephants destroyed the ant houses?"

c. Teaching vocabulary by singing a song

Apart from telling stories, the students loved singing. Through songs, students not only learn new vocabulary but also improve listening skills, pronunciation skills, grammatical abilities, learn about diverse cultures, and motivate themselves to learn. According to (Purnami, 2022) said that, When executing this exercise, the teacher should carefully examine both the music and the task. Before conducting some activity, the teacher might playback and asks the students to sing.

Rearranging the jumbled song lyrics, Filling in the missing words from the song's lyrics, or selecting the correct word from two-word alternatives supplied to fill in the gaps in the lyrics can all be part of that exercise.

Using songs during the learning process helps to create a comfortable mood. Using music also made the learning process more memorable.

Singing a song in class might encourage students to listen and move. When students listen to a song, they are encouraged to study and become comfortable with the words they hear. They also learn pronunciation in a fun activity. Songs that can be employed include song parts of the body sections. This song is good since the words are simple, and the students may sing while touching their body parts.

Using songs during the learning process helps to create a comfortable mood. Using music also made the learning process more memorable. This strategy is excellent for dealing with kids who are becoming bored,

especially after thirty minutes of instruction. Students in the situation are more likely to be passive and hesitant to learn. The instructor might use the song to cheer up the children and restore their spirits. Another advantage is that pupils may readily recall large amounts of vocabulary by employing songs. That is why the teacher utilized the song as a strategy for teaching vocabulary.

d. Teaching vocabulary through conversations

Conversational activities might contribute to a more active learning environment. This activity can be completed by students, teachers, or groups of students. This interaction, on the other hand, is meant to facilitate conversations amongst students, such as through easy English dialogue, role playing or acting, or through conducting brief interviews.

e. Teaching vocabulary through study tour.

These activities take place outside of class. A study excursion may provide the students with fresh learning opportunities.

They visit places to get new views, recollections, and knowledge, such as comparative studies to museums, zoos, or historical sites. The teacher may direct them to investigate what kinds of items they have seen and noted, as well as to discuss or interview other guests.

For young learners, outdoor activities or study tours are a fun way to teach vocabulary. They require something fresh, and studying outside of the classroom is also an option. Taking students to the playground, schoolyard, canteen, and so on may provide them with fresh learning experiences. They can view and locate the actual thing while also learning the language. Before allowing students to leave the classroom, for example, to go to the school yard, the instructor may define some schoolyard terminology, such as flags, trees, flowers, and benches. When the teacher and students arrive on the school, the teacher may inquire, "Is this in English (Bendera)?"

f. Teaching vocabulary through drawing and coloring.

One approach to learning vocabulary is to draw words or draw pictures and have students guess the words from the pictures. Many students find that drawing a brief picture that relates the term to something personally relevant to them helps them remember the meaning of a word in a given situation. When conducting research at SD Muhammadiyah Koto Malintang, researchers drew various kinds of animals on the blackboard, and then students imitated or matched the picture with the English language of the picture. This activity helps students memorize vocabulary in this way.

In teaching vocabulary through drawing, this makes students more active in learning and also more interested in learning vocabulary. Besides that, the teacher must also be creative in drawing so that students are not only focused on the picture but also on the vocabulary based on the picture they draw.

Coloring exercises, in addition to painting, assist young students enhance themselves with word proficiency. It also aids in the development of students' creativity, hand-eye coordination, and color perception. Students can learn the colors and shapes of things by sketching them or coloring them in.

g. Teaching vocabulary through watching YouTube.

YouTube may also be utilized as a medium in the classroom to teach young students vocabulary. Watching YouTube videos might boost students' interest in learning vocabulary. If students are invited to see a video early in the learning process, they will be able to interact with the content. Furthermore, students can recall several vocabulary phrases from the movie. Learning English vocabulary using YouTube videos becomes a more interesting exercise for students who are young learners.

The use of YouTube in their classroom to study the new vocabulary provided is interesting and interesting learning

environment and that motivate them to learn faster and better. Using YouTube as a media for learning vocabulary, it not only trains students' vocabulary, but also trains reading, listening, and understanding new vocabulary skills.

h. Teaching vocabulary through Picture.

Pictures are visual materials that can be used more effectively to increase and maintain motivation towards English and to teach or strengthen language skills. There are so many types of pictures, such as: pictures of objects, people, places, history, etc. Using pictures to teach vocabulary helps motivate students and get them to pay attention and participate. The use of pictures aids visual students in remembering words, meaning, and occasionally context, which can help students in understanding when reading. In addition, teaching vocabulary using pictures has several advantages, as follows:

- Using pictures is both inexpensive and generally available.

- They offer a shared experience for the entire group.
- Visual details allow students to master a subject that would otherwise be impossible.
- They can help in gaining in preventing and correcting confusion.
- They stimulate additional study, reading, and research. Visual evidence is a very effective technique.
- They assist students concentrate their attention and strengthen their critical thinking skills.
- They are readily swayed by their instructor or creative.

Teaching vocabulary to young learners can be simplified by utilizing visuals. Because of the colors or forms of the images, young learners may be drawn to them. Teachers can use color flashcards as examples and instruct students to sit in a shape that allows the teacher to teach more effectively. The teacher then shows the students the flashcards and

directs them to repeat the pronunciation. After that, the teacher might instruct pupils to look for items that are the same color as what they have seen and spoken, such as "please locate anything green."

3. Advantages and Disadvantages Teaching Vocabulary through Fun Activities

The use of fun activities in teaching young students vocabulary has both advantages and disadvantages, as follows:

a. Advantages

Fun activities through games, storytelling, singing a song, picture, drawing, study tour, conversations, and watching YouTube, It can help teachers in creating contexts where language is helpful and relevant in order to teach vocabulary.

Although games, storytelling, singing songs, watching YouTube and other activities are often associated with fun activities, we should not ignore their educational value, especially in teaching and learning foreign languages. Fun activities are useful because

they can increase motivation, reduce stress on students, and provide opportunities for language learners to have dialogue.

Based on research conducted at SD Muhammadiyah Koto Malintang, It is more beneficial to teach vocabulary through fun activities. Students like to be active rather than passive. Using a variety of activities increases the students' enthusiasm in studying the content. The teacher did not need to go over a lot of information with the students. This has the potential to boost student accomplishment, which suggests student scores, communication skills, vocabulary knowledge, and other language skills will increase. Students may study while having happy and fun. The students learning a new language. Students begin to comprehend that they must utilize language if they want others to understand what they are saying.

b. Disadvantages

Besides having advantages, teaching vocabulary through fun activities also has disadvantages, including:

- By attracting the interest and attention in learning activities, students“ becomes active and produces a lot of noise. As a result, it is difficult for the teacher to maintain control.
- Because of these activities, the teacher has limited time to explain the content and introduce new language. So the teacher no longer has time to explain more information and assist students in memorizing all of the new language.
- Some of these activities need more preparation for the teacher for time allocation, such as time to make a vocabulary card, picture by the students.

D. CONCLUSIONS

Vocabulary is an important element of language proficiency because it underpins how learners talk, listen, read, and write. The understanding of words and their meanings is commonly referred to as vocabulary. Vocabulary is a combination or collection of alphabets formed in one word or more than one word which is called a

collection of words or phrases that have meaning or significance. For example, namely: mother means *ibu*, father means *ayah*, book means *buku*, pen is *pena*, animal means *hewan* and others. Vocabulary is an important aspect in teaching language, as stated by Edward (1997) in (Williamson, 2014), "Vocabulary is an important aspect of every language training; students must constantly acquire words as they learn structure and sound system." It can be difficult to identify the terms that students associate with vocabularies, such as meaning, spoken/written forms, collocations, connotations, grammatical behavior, and so on. That's how important vocabulary is in a language. Problems will usually arise if there is a wrong way to do learning activities.

A fun activity is a small feature of education, particularly for younger students. Teachers and administrators may utilize a number of engaging activities to teach vocabulary to create a relaxing environment. Fun activities may be used to teach vocabulary. Based on research conducted at SD Muhammadiyah Koto Malintang, There are various fun activities that teachers or instructors may use to teach vocabulary to students, including the following:

teaching vocabulary using games, storytelling, watching YouTube, study tour, picture, drawing and coloring, conversations and so on. Teaching vocabulary through fun activities is more effective. It is more beneficial to teach vocabulary through fun activities. Students like to be active rather than passive. Using a variety of activities increases the students' enthusiasm in studying the content. The teacher did not need to go over a lot of information with the students. This has the potential to boost student accomplishment, implying that their test scores, communication abilities, vocabulary knowledge, and other language skills will improve.

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**INCREASING INTEREST IN LEARNING ENGLISH
FOR 2ND GRADE ELEMENTARY SCHOOL
STUDENTS THROUGH PICTURE MEDIA AT SDN 09
SUMPUR, SOUTH BATIPUH**

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Abstract

Picture media is a visual form used in the learning process, this media does not have sound elements and can only be seen. Picture media can also be interpreted as simple media that can be used by a teacher in the learning process. In this day and age, picture media can be projected into visual form. Picture media also has several benefits in the learning process, especially in elementary schools, namely strategies in the teaching and learning process can be carried out optimally in accordance with what is expected so that learning objectives can be achieved. This activity aims to describe the use of picture media to increase interest in learning English for 2nd grade students of SDN 09 Sumpur. The type of research used is qualitative research, which describes the use of picture media to increase interest in learning English for 2nd grade students of SDN 09 Sumpur by conducting several interviews with teachers and students and then supported by an observation process. The results of this activity indicate that the teacher's strategies in using picture media to increase interest in learning English for 2nd grade students at SDN 09 Sumpur are: adjusting the material to the images that will be used, designing the picture media

to be used, compiling the steps in using picture media, and adjust the learning steps based on the syllabus and learning objectives that have been arranged. At SDN 09 Sumpur, the use of media in learning is still not done optimally, teachers can only use simple image media that are. This happens because there are several factors that become obstacles in the procurement of media in learning, such as limited funds, quality and quantity from the school, and the ability of teachers and students who are still quite low.

Keywords: *Picture Media, Learning Motivation, Learning Interest.*

A. INTRODUCTION

In this advanced era especially to face the era of globalization, Hopefully all parties understand the language English as an International language. This can start from language learning English at school because now a days a lot books and equipment that use English instructions. They will very missing information if not master or understand English. Given the importance of the role good english in the short term long term.

Learning media is one component in education that participate in determining success in the learning process. So for energy educators need to understand educators use of learning media by adjust the material to be taught. In addition, learning will be much more meaningful if students are involved in

every learning process, students“ are not only made as objects of learning but also as subjects which can determine the direction and learning process. In this case, educators need to organize and carry out teaching and learning activities where students can active builds its own knowledge. This is in line with the view constructivism, namely the success of learning does not only depend on the environmentor learning conditions, but also on the psychological aspects of students.

Psychological aspects that are very influential in the learning process of participants students is an interest in learning. This interest is closely related to feelings of pleasure. Student Those who are interested in learning will appear to continue to study hard. On the other hand, students those who have low interest in learning are not enthusiastic in participating in the learning process. The use of learning media has a large enough contribution infoster student learning in teaching and learning activities. Ability Catching lessons by students can be influenced by media selection appropriate learning, so that the learning objectives set will be achieved. There are various kinds of media that can be used as

an alternative for energy educators to make learning activities in the classroom take place effectively and optimally. One of them is by using-based learning media technology.

Based on the results of observations that have been made at SDN 09 Sumpur, South Batipuah, a problem was found, namely the situation of the learning process carried out by English teachers 2nd grade at SDN 09 Sumpur has not been implemented optimally. The basic problem in the learning process carried out by the teacher is that student's interest in learning is low, students feel bored, and it is difficult to accept the lessons that have been conveyed by the teacher. Student's who are bored and bored will lose concentration during the lesson. If in the learning process, there is only one-way communication, without any interesting learning media, student's will quickly feel bored because of the monotonous learning. Therefore, in the classroom the teacher must choose a variety of approaches, strategies or methods and media according to the situation so that the planned learning objectives can be achieved.

B. METHODOLOGY

This research was conducted at SDN 09 Sumpur, South Batipuah. The type of research used is descriptive qualitative analysis research. According to Sukardi (2003) descriptive qualitative analysis research is a research method that seeks to describe and interpret according to what it is. With this method, a writer can analyze and provide an overview of the actual object. The techniques used in collecting data in this activity are observation, interviews and documentation. According to Sugiyono (2014) the analysis technique used in this research is carried out with a flow that includes data collection, data reduction, data presentation, and the verification or conclusion stage.

C. DISCUSSION

Students low interest in learning can be seen in the learning process, feeling bored and easily distracted. Students who feel bored will lose attention in the learning proces. By using picture media, students have the opportunity to further develop and understand each given learning object, so that

students are more active in learning through direct learning activities.

Learning through this picture media has enormous benefits for elementary school students, which can provide opportunities for students to further develop their abilities. This is done because in learning activities, students are required to be more active in learning. Picture media is an image related to learning material that serves to convey messages from teachers to students. Picture media can help students to reveal the information contained in the problem so that the relationship between the components in the problem can be seen clearly. (Sadiman, 2003). Picture Media are everything that is manifested visually into dimensional forms as an outpouring or various thoughts such as paintings, portraits, films. (Hamalik, 2004).

From some of the definitions above, it can be concluded that picture media is the most frequently used media in the learning process because students prefer pictures, and students will be more enthusiastic in following the learning process if the images displayed are colored.

Interest in learning is an important foundation for someone to do good activities, interest can not only affect a person's behavior, but can also encourage people to keep doing and getting something. Therefore, the use of image media is a means of supporting the creation of interest in learning in participating in learning activities. With the interest in student learning is expected to help increase the results achieved by students. (Safitri & Nurmayanti, 2018)

Based on the opinion above, it can be concluded that the use of image media correctly allows the learning process to be carried out optimally. It can be seen from the increased student interest in learning so that it will have a positive impact on the achievement of student learning outcomes. With that, through the use of media in learning is expected to increase student activity in the teaching and learning process (PBM) which can be shown through increased interest in learning in students.

1. Understanding Media, Picture Media, and Learning Motivation

Picture media is a visual form used in the learning process, this media does not have sound elements and can only be seen. The word media comes from the Latin "*mediaum*" which means intermediary or introduction. In general, the media is known as a tool in the teaching and learning process. Meanwhile, the definition of image according to the KBBI is an imitation of goods, animals, plants, and so on.

Picture media is a simple medium used by teachers, this media is very practical, that's why this media is often used. But now the times are more advanced, technology is growing, image media can be projected in visual form. As explained by Hamalik (2004) picture media is something that is visually manifested into dimensional forms as an outpouring or various thoughts such as paintings, portraits, films and so on. According to (Haryanti, 2018) pictures or photos are classified as visual media. This media serves to channel messages from the source recipient to the recipient of the message. Messages that will be conveyed into visual communication symbols, these symbols must be

understood properly and correctly, their meaning so that the message delivery process can work well and not cause misunderstandings.

In KBBI motivation is an impulse that arises in a person consciously or unconsciously to carry out an activity with a specific purpose. According to Sardiman (2018), learning motivation is the overall driving force in students that causes learning activities, which ensure the continuity of learning activities that provide direction to learning activities, so that the goals desired by the learning subject can be achieved.

From some of the explanations above, it can be concluded that learning motivation is an impulse from within a person to act in achieving a maximum result in learning.

2. Type of Learning Media

In world study - teaching (education) a teacher is required must using learning media as tool help in process study teach. use media in learner this could help a participant educate for give meaningful experience. Use of media too could help participant educate in understand everything abstract.

Media or source study by line big consist two type namely :

- a. Media or source designed study i.e. media or source study which on purpose and special designed and developed as components system instructional for give facility formal learning and directioned.
- b. The media knows the source learning that is used, is a medium or source learning that doesn't designed special for necessity in learning and existence found, applied and utilized for necessity learning.

Media classification can be seen from type, power cover, material as well as method its manufacture.

View from the Type of media is shared into 3 namely:

- Auditive Media

Auditive media is the only medium depend on ability voice just like cassette, radio, cassette recorder, and plate black. Media this no suitable used for person deaf or the person who owns abnormality in hearing.

- Visual Media

Visual media is a medium that can give stimulation - stimulation Visual or media only depend on sense vision. this medium showing picture shut up such as series film, frame film, photo, picture or painting, and mould. There are also those showing picture or silent motion pictures and cartoons.

- Audio Visual Media

Audio-visual media is media that has element voice and element picture. this medium have more abilities good because covers two good media elements hear nor see.

Whereas if seen from power media coverage is shared Becomes three namely:

- Media with power cover large and simultaneously. This medium is media that can you 're welcome by who only, because use of this medium no limited by place, and room as well as could reach amount child educate a lot. For example television and radio.
- Media with power limited coverage by room and time. this medium is a medium that only or could done n in places certain, usually

conducted in room or the place course.
Examples: movie or sound slides.

- Media for individual tutor. this medium is a media which only conducted for self alone (one self). Example from the media this is module program and teacher through computer.

If seen from ingredient the making, this medium shared becomes two namely :

- Simple media

This media is made using simple materials and the basic ingredients are easy to find, the price is also relatively cheaper, and how to use it is also not difficult or easier to use.

- Complex media

Media material and method making rather difficult and materials basic also difficult for found, other than that also price more expensive and method use also difficult.

Based on the results of an interview with an English teacher at SDN 09 Sumpur, according to her, the use of media in the learning process can also activate communication between teachers

and students in teaching and learning activities. Use of media too can make learning more mean to participant educate, and more important again is with using media can provide real experiences that can foster student independence in learning. Tactics for increase results study or understanding student wrong the only one is with using media in learning. Media or object original is things that can help experience real participant educate and interesting interest and spirit study students. With using media objects original will give great stimulation very important for student for learn various Thing especially for learn various things, especially concerning development skills.

A teacher must and Required knowing various Thing in process study teach. Especially two element important in process study teach that is method teach and learning media. Because in process study teach second aspect this very related. Selection of the media used must in accordance with method teach who will conducted in learning. Though there is various that aspect must noticed media selection in

learning, including destination and characteristics students. As for function main from learning media is as tool help for teachers to teach or email learning good in the nor in outside class.

3. The Benefits of Picture Media in Learning English

The benefit of picture media is the explanation and delivery of some information, messages, ideas, and so on by giving more impressions without using general and rigid language. In the process of implementing teaching and learning (PBM), especially in elementary schools, there must be many obstacles faced by an elementary school teacher. For example in terms of approach, application, method and picture media used in the learning process. In order for strategies in the teaching and learning process to be effective and efficient as expected, a teacher must be able to involve all students in the class. And a teacher must be able to create a pleasant learning atmosphere so that learning objectives can be achieved properly.

4. Using Picture Media in Learning English

The use of picture media in the learning process of 2nd grade students of SDN 09 Sumpur, South Batipuah the use of picture media is one of the ways used by a teacher in delivering learning material into interesting and easy to understand material. By using picture media, the message in learning that will be conveyed by the teacher will be more easily obtained by students. In the observation process carried out at SDN 09 Sumpur, South Batipuah in the learning process in 2nd grade, it was found that in the process of implementing learning carried out by teachers in the classroom they had not used learning media optimally in delivering material. This is because SDN 09 Sumpur, South Batipuah does not yet have the availability of sufficient learning media to be used in the teaching and learning process.

5. Steps to Use Picture Media

The steps for learning English in elementary school students using picture media are:

- a) Prepare picture media that will be used to deliver learning materials to elementary school students.

- b) Students are introduced to the learning strategies used and introduced to picture media, then students are asked to look at the images that have been given in their own way.
- c) In the learning process students try various strategies to solve problems according to the observations of each student, namely by doing exercises.
- d) After reaching an agreement on the strategy in doing the exercise, then it is directed to draw conclusions from the learning. This will be a benchmark for the success of delivering learning materials with picture media.

The results of interviews with English teachers (Ariani, 2022) at SDN 09 Sumpur, South Batipuah it was found that the use of picture media as a medium to convey material in the learning process that is useful for increasing interest in learning English for 2nd grade students at SDN 09 Sumpur, South Batipuah has not been implemented effectively. This happens because the availability of picture media is still very

limited. The existence of learning media in the classroom is the result of the creativity of teachers and students that can be used every day to stimulate students to always follow active learning in class.

From the explanation above, it can be concluded that the use of picture media as a material conveyer with the aim of increasing the learning interest of 2nd grade students at SDN 09 Sumpur, South Batipuah, has not been implemented effectively and efficiently. The picture media used by the teacher aims to make it easier for teachers to deliver interesting and real learning materials, so that students do not fantasize and they will directly see the material being studied. The existence of picture media in the teaching and learning process (PBM) is very important for students and teachers, so schools must pay more attention to the needs of students and teachers in the classroom so that it will increase student learning achievement because of the interest in learning in students.

The teacher's skills in using media, regardless of the type of media needed, the main requirement is that the teacher must be able to use the media in the learning process, the availability of time to use it. So that the media can be useful for students and can be understood by students.

Based on the explanation above, it can be concluded that by using picture media, teachers will feel easier in delivering material in the teaching and learning process (PBM). In addition, students will also feel more interested in participating in the teaching and learning process (PBM). Learning will not feel bored because students directly see the topic of learning that is being conveyed by the teacher through image media, so that students can understand the material conveyed by the teacher. Picture media are provided to attract students' interest in learning and increase enthusiasm for learning.

The teacher's strategy is to use picture media in increasing the learning interest of 2nd grade students at SDN 09 Sumpur, South Batipuah the

use of picture media is one of the strategies used by teachers so that students better understand the material to be conveyed.

Based on the results of observations made in 2nd grade of SDN 09 Sumpur, South Batipuah the teacher's strategy in using picture media in increasing student interest in learning, namely:

- Adjust the material with the image that will be used,
- Designing the image media that will be used,
- Arrange steps in using image media,
- Adjusting the learning steps based on the syllabus and learning objectives that have been prepared previously.

The use of picture media in the learning process in the classroom is done in the following way:

- a) The teacher shows pictures of human parts to students in front of the class,
- b) The teacher mentions the vocabulary of the parts of the human body in front of the class.

- c) Students are asked to pay attention to the pronunciation of vocabulary that is conveyed by the teacher in front of the classroom,
- d) Students are asked to imitate the pronunciation of the parts of the human body together,
- e) Students practice using expressions according to good and correct pronunciation,
- f) Students are asked to rephrase the vocabulary of the parts of the human body orally and randomly.

The student's response to the presentation of lessons using picture media carried out by the teacher is that students are very active and enthusiastic in participating in the learning process. If you don't use picture media, students will tend to get bored if the teacher only conveys learning material in a general way.

The picture media used by 2nd grade teachers at SDN 09 Sumpur, South Batipuah is still very simple, the teachers are as creative as possible in providing picture media with the aim of attracting student interest in learning, in addition

to the comfort of students in learning through sitting position arrangements so that student learning progress is monitored as a whole. Expected with existence use of image media could push and motivate student in process study teach so that could increase interest study in process study teach. Through use picture media, at hope in learning have destination including :

- Teaching will attract students so that it can lead to learning motivation.
- The meaning of the teaching material will be clearer, so that it can be understood by students.
- The teaching method using picture media does not only communicate verbally through verbal through the teacher's words so that students do not get bored.
- With use of picture media this in hope student could doing activity study, because no only listen.

With the use of media in learning English, it is hoped that students can carry out the teaching and learning process not only listening to the

teacher, but also other activities such as observing, doing things and others.

Setyani, (2016) explained that one of the important keys to increasing student interest in learning is by using interesting, fun, and appropriate media in every teaching and learning process (PBM). If it has been done, then the learning process will be fun and active, students will follow the learning process seriously.

In learning media management Language English this, of course there is influencing factors the way process management that. Factors that something is support as well as hinder the way process management start from planning, procurement, implementation, utilization and learning media maintenance it. Evaluation could made base in find supporting factors and hinder in learning media management.

Evaluation is activity for gather information about it works something, next information the used for determine the right alternative in take decision. Program evaluation aims for knowing achievement program objectives that have been

implemented. Next, the result program evaluation is used as base for doing activity act carry on or for to do taking decision next. Evaluation same it means with activity supervision. Activity evaluation / supervision meant for take decision or to do act carry on from programs that have implemented. Benefit from evaluation program can in the form of program termination, program revision, program continuation, and disseminate the program.

Implementation evaluation of learning media could conducted alone by party school or the teacher concerned. This known with term evacuation self. With To do evaluation yourself, the teacher can see by clear various condition actually of learning media, what? advantages and existing deficiencies. Furthermore, the teacher can take decision for act carry on results evaluation that, regarding with adding media with to do innovation creative teacher and maintenance nor the use of media that has been there is.

In management of teacher learning media and party school make planning and preparation in

determine objectives, procedures, media programs to be held and customized with condition certain good cost nor facility and needs students. In learning media planning Language English in SDN 09 Sumpur, South Batipuah is available obstacle i.e. planned media no in accordance with available funds. For resolve obstacle the with method planning alternative media simple made by the teacher and students, more simple but have function as a medium for help process learning. As for supporting factors according to head school and supervisor is clear goals, procedures process, work team, input suggestions regarding data collection media needs, conditions funds, facilities supporter and environment.

Factor blocker in procurement of learning media that is quantity and available media quality. In terms of quantity not yet sufficient, so cause obstacle in implementation. In terms of quality goods no availability ingredient so that difficult for found or made. Solution for resolve problem that that is with create alternative media simple activity assignment to student and

prioritize media. Obstacle also originated from source funds. Funds not yet sufficient for Fulfill amount or media availability. The solution with empower ability and teacher creativity for producing a substitute medium that can support teaching.

Factor supporter procurement can in the form of donation volunteer no unexpected, improve teacher's creative ability, motivation student and fund committee. Factors inhibiting the implementation of English learning media have not been maximally implemented because they do not pay attention to the method, time, lesson plans, material suitability, student conditions and facilities. Besides it is necessary also noticed condition students, media needs, media conditions, time implementation and facility like electricity. How to solve it with use facility others who support like generator for resolve limitations electricity. Factor supporter that is motivation student in learning moment using media.

The results of the interview (Fadhli, 2022) with this image media, he is very enthusiastic in

participating in learning English, from those who don't like learning English, now he is starting to be interested in English. Thus, picture media is one of the media that can attract students' interest in learning English at SDN 09 Sumpur, South Batipuah.

A similar interview was also conducted with (Rahma, 2022) saying that he prefers this kind of learning, because it is more fun and the learning materials are easy to get, automatically with learning activities like this it will increase the interest in learning English for elementary school students, especially at SDN 09 Sumpur, South Batipuah.

D. CONCLUSION

Based on the results of research conducted at SDN 09 Sumpur about the use of image media in increasing the learning interest of grade 2nd students, it can be concluded that the use of image media in the learning process is still not done optimally, the teacher only uses very simple picture media which is easier to use, in the class still does not use projecting image media because it is constrained by limited

tools or supporting media. Then the teacher's strategy in using image media in increasing student learning interest, namely: Adjusting the material with the image that will be used - Designing the image media that will be used - Arranging steps in using image media - Adjusting the learning steps based on the syllabus and objectives pre-arranged learning.

With this strategy, the use of picture media used by teachers in the teaching and learning process (PBM) can increase student interest in learning, namely students are very enthusiastic in participating in the teaching and learning process (PBM), are involved and actively ask questions, students are easier to understand and master the material. learning, active interaction between teacher to student, student to teacher, and student to students.

In classroom management, learning media especially english have factor that influence the course of the learning process. These factors can be supportive or hindering. Supporting factors can be done by evaluating. Evaluation is an activity to obtain and collect information about something, then the information is used to make desicions, this aims to determine the achievements of the programs that

have been implemented. There are several factors that hinder the use of picture media in learning english at 2nd grade of SDN 09 Sumpur, South Batipuah, namely limited funnds, quality, and quantity of media, the ability of teachers and student"s is also still low. Media limitations can be overcome by creating simple media.

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**INTRODUCING ENGLISH LANGUAGE TO
KINDERGARTEN STUDENT USING ENGLISH
VIDEO AT KINDERGARTEN TRI BINA SUNGAI
RIMBANG**

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Abstract

English is an international language, so we need to learn it as soon as possible. Nowadays, english has use in many aspects in social life. Some people says, in young old we can easily learn new things, and ofcourse it also applies to learn new language. Today, in elementary school, the student has learn english. So, to make the student more know and to pretend they not too shock, it will good if the parents or others intorducing english to their child as soon as possible. The design of this research was classroom action research, which consist two meetings on kindergarten student. The subject of this study was 21 student, which include 6 boys and 15 girl. As a result, the student feel interest, excited and enjoy when they watch song video about aplhabet and numbers.

Keywords: *English Langugae, Kindergarten Students, And English Video*

A. INTRODUCTION

As an international language, english has been use in every things in many aspect in social life, such

as education, culture, and others aspects. The best ways to teach English is when child was at young age. Many people says if more earlier someone learn something, it will be good. It's also happen in learning English.

Many people think if English was hard and difficult to learn, but it's not totally wrong and not totally right too. In millenial era (nowadays) English can be learn with fun ways, and also English can be learn from everywhere and everytime.

In Indonesia, English is a foreign language (EFL). It's mean, English is not the dominant language in Indonesia. As EFL, students need lots of practice, and find their motivation to learn english.

Every child have their own characteristic of learning style. Some studies says, there are three basic styles. They are auditory of language learner, visual of langugae learners, and kinaesthetic / tactile learners.

Auditory of language learners, is the learning through listening to what others have to say and talk about. Visual of language laerners, is the learning through watching. Kinaesthetic / tactile learners, is

the learning best through hands-on activities and movement.

Teaching English can be started from kindergarten. Teaching English in kindergarten can be challenging. Many children at the age of five until six are just beginning to become comfortable with one language. Introducing a new language, can be difficult.

Some studies say, if the children learn new languages better than adults. So children may be able to shine at their English studies when they begin in kindergarten. As kindergarten students we can use fun ways to teach English, like watching videos, playing a game, using flash cards and pictures and other ways.

Language has some skills, like listening, speaking, writing, and reading skills. Those skills have their own characteristics to be understood and mastered in those skills. To introduce those skills, teachers should find the fun ways to learn those skills, especially for young learners.

As a kindergarten student, a teacher can try to introduce English to the children using an educational video, song video which consists of the material, and

also can be using a game to introduce an english language.

Using educational video, the teacher must choose fun, and interest video for the children. If the video didn't interest and fun, the children will feel bored and they will make noise in the class, and they will disturbing their friends.

After they watch the videos, the teacher may ask them to repeat what they learn or what they remember from the videos they watch before. After watching the videos, teacher may ask the student find the things that related to what they have done watch before.

Based on the preliminary research, at Tri Bina Kindergarten, the observation showed that the students didn't know anything about english.

Based on explanation above, the researcher is interest in conducting the research with entitled :
“Introducing English Language To Kindergarten Student Using English Video At Kindergarten Tri Bina Sungai Rimbang“

B. METHODOLOGY

In this research, writer use classroom action research. Mills (2003) says, action research is any systematic inquiry conducted by teacher researchers, principals, school counselors, or other stakeholders in the teaching and learning environment to gather information about how their particular school operate, how they teach, and how well their student learn.

Classroom action research have four steps. Kemmis and Taggart (1988) stated, this research is started by planning for an action, implemented as an action in classroom, then observed, last is reflection is to analyze the data obtained during the action. Most models present action research as a cycle, starting with question and ending with more questions.

C. DISCUSSION

1. Teaching English for Kindergarten Students

English is an international language, and as Indonesian's foreign language. Teaching english in kindergarten is teaching child in the golden-age, it's means that child can learn anything

easily. Most of parents are belief if the child learning english from very early childhood,will good fo their children"s future.

Child are able to learn anything at any stage, as long as the learning material is comprehensive. Therefore, the teacher also must follow the curriculum model in teaching english.

Teaching english is different form teaching first language. When teaching second english, the teacher must understand well the first language, because it will so helpful when explain the materials.

Kindergarten student was also call as young learners. Teaching young learners was different from teaching adult, because young learners have their own characteristics. So, the teachers need to understand their characteristics.

One of young learners characteristic is the students need to have all five senses stimulated. Five sense stimulated is visual (seeing), auditory (hearing), tactile (touching), gustatory (tasting), and olfactory (smelling).

Young learners are unique, because they have smart brain. Most of young learners are attrative.

Young learners are the most understand to what they see, listen, touch, and interact.

Some studies say, children are fast to ace at grammatical to their language, because their capacity to produce the grammatical is natural as a result a uncommon syntactic outline into child's brain. It's also say that the child learn essential rules of sentence arrangement and easily create complex sentence.

Parents want their children to learn english as soon as possible. Because they believe, if their child was good at english, it will be good for their academic in the future. And also have good ability at english have many benefits.

Young learners are so creative and have their own world. Young learner can lose their focus so quickly. So, the teachers must find fun ways to teach new things. Teaching young learners better use a media because it will make them interested in the lesson. Teaching english to young learners, a teacher must have professional competence and pedagogical competence. Professional competence includes teachers' english proficiency, TEYL training, and other. Pedagogical

competence include teachers ability to teach young learners. This two competent should have on teacher who teach young learners. For teaching young learners, teacher must have good teaching skill and creativity.

Teaching young learners and adult are different. The different between young learners and adult is young lerners are often more enthusiastic than adult in learn something new. Young learners have a lots of physical energy, and also young lerners can lose interest quickly.

Young learners have no awareness on grammatical and they have a less of embarrassed to talk, and also the child atend to speak like native due to their lack.

Teaching young learners should be do with fun ways and must had a fun activities. The teacher must do some activities to make student attract to the materials, and to make students feel interest and feel excited while the learning the lesson, especially to the new things. The activity can be like playing a game, coloring, and other activities which is still relate to the lesson. Those activities can be doing after the student looking

for the material, and the activity can be do at class or outside the class.

When teaching young learners, teacher can't mad to the child when they make some problem with their friends or when they make noise so it's was disturb their friends. The teacher must tell to the child if what they do was wrong and tell them to not do that again. As a teacher for kindergarten student, teacher must have a lots of patience.

As an english teacher for young learners, the teachers should be mastered in english it self, methods and models of teaching english. Also, the teacher must be creative. When the teacher just say and delivered the materials, it's not enough and it can be less of useful.

Some teachers was focused on enhance students reading and writing proficiency with taking more practice in the class. Young learners need to hear new langugae being use talk about what things they can see, and what they experienced in. Teaching young learners have a several techniques, they are listen and repeat, listen and do, question and answer, substitution,

draw and colour, listen and identify, see differences, and in-pair activities (in-pair).

The several techniques in teaching young learners can be do by the teachers. Because the technique is easy to do and fun, and the students will feel enjoy and fun when learn. Also the teachers must be creative to make student fell enjoy and attract to the lesson. By using a fun techniques in teaching english, the students will be enthusiastic. Young learners are love to play, and will learn bewst when they are enjoy themselves.

Not just uses a fun teachniques, the teachers also find the fun materials for young learners. When the materials is not fun for the child, they will make noice and will disturb their friends in the class.

Best of the various techniques, teacher can combine a several techniques to teach in the class. From the principle of techniques to teach young learners, teacher can uses their own technique.

Make a good atmosphere and condition also help students enjoy while learning process. Also

good management is one of important things in teaching for young learners. It's because if the class is conducive, the learning process will have a good outcomes too.

To make students feel connect and to build their socialable with their friend, the teachers make their student to sitting into a several group. It will help the students to interact each other. Teaching for young learners should can be connect the materials with the familiar content students know. The teachers must find a familiar content or things with the child to make they interest in learning. Every teachers has their own strategy to teach english.

Teaching english as foreign language are different from teaching mother language. But, many experts say, young learners are more quickly learn new langugae than the adult learners.

English teahers for young learners can't do all the explanation with english. The teachers must collab the explanation with their first langugae (Indonesia). In case, the teachers uses all english when teach young learners, they will not

understand and will not interest with the lesson. They will start to make a noise and disturb their friends. Child are competent in their first language. As young learners, the students are easy to learn symbols and pictures.

In Indonesia, the students must had a little bit things or knowledge about english from child. So, they must be learn an basic english from kindergarten. But, not all kindergarten's teacher understand about english. Many teachers who teach english for young learners are lack of competence.

This problem was happen because the kindergarten's teacher before never teach english, especially teachers was far from the city. Now the curriculum says if english must be teach from kindergarten. So, the teachers feel a little bit shock and they also must understand english first before they teach it to the child. But, english is still additional lesson in kindergarten.

Teaching young learners can be more challenging than teaching adults. The teachers must find the fun ways to teach english. So, find

the right materials and method is one of teacher challenge.

Designing teaching materials for young learners is not easy. Because, the teachers must connect the materials with the content or things are familiar with the students. Designing a material for young learners, the teachers should know student information background. It was able to teachers choose what the materials is suitable to students.

Material reference for teaching young learners can be from many sources. It can be from internet, other teachers lesson plan, experience and information from others teacher, and can be from teachers own thinking.

English as foreign language, has a different voice from mother language (Indonesia). To make student more understand, the teachers must repeat the materials for several times.

a. Song and videos

Song is a several words and rhyme which is delivered with rhythm and beautiful tone. Teachers can use song to make students interest and enjoy the learning

process. Using song can be developed the students into many activities in learning process.

As young learners and kindergarten student, materials to teach must make the students interest and excited in the same time.

For kindergarten student, the material is the basic of english, like an alphabet and numbers 1 - 10. To attract students attention, teacher must do something fun and interest. One of the fun things is song.

Child is love to sing. The techniques teachers can use in this material is listen and repeat. Teacher can use song to teach vocabulary, sentence and others. Teachers must choose the suitable song for teaching english. Sometimes, students will not realize if they are just learn something if they are really enjoy the song.

To use song as media for english language learning, there are several characteristic. The charactersitics is song is easy to follow, there are many repitition

in the song, interesting for students, the song is usually short, and content is related to the materials.

There are some benefit to use songs as media for teaching english language. The benefit is, song can build students confidence, they can get new vocabulary from song, and also song can make students focus on the pronunciation.

Watch video also have benefit for young learners. The benefit from watch video for young learners is can attract student attention. By using the video, teachers can introduce new words by playing videos.

The steps, to use song as media for teaching material, is first, teachers tell the students to listen to the video, and then ask them to repeat what they hear before while the video is playing.

Song can make students feel interest and they will follow the song by themselves. This way is succeeded to make students feel interest in learn

english. When the teacher play the videos about aplhabet and the videos sing it with the easy melody.

After watch the video twice, the students will follow the melody from the song and they will sing it loudly in the class. Because the melody is easy to remember, they sing it all day until they go home. It was so helping to make student remember the alphabet.

This is the alphabet song, teachers use in teach alphabet

A, B, C, D, E, F, G

Ei, bi, si, di, i, ef, ji

H, I, J, K, L, M, N, O, P

Eich, ai, jei, kei, el, em, en, o, pi

Q, R, S, T, U, V

Kyu, ar, es, ti, yu, vi

W, X, Y, Z

Double yu, eks, way, and zee

Now I know my ABCs.

Next time won't you sing with me?

For numbers song, it's just a simple song, just counting one until ten. To make it fun and easy, teachers just added the melody when the teacher counting from one until ten. This way is succeeded in learning alphabet and numbers for young learners.

Learning with hear the song is so interest for young learners, because at their age their was happy to playing a game and listen and watch to the video which have an easy music and picture to understand.

Young learners also child in the age of their happy to watching a video and listen the music. Adapting this activities can make student feel interest and excited when they learn a new things, especially learn new language.

Looking for the song for learn alphabet, teachers can sing it by themselves or find the video from the

internet. If the teacher looking for the video from the internet, teachers should find the interest video for the child.

In Kindergarten Tri Bina Sungai Rimbang, the teacher choose to find a video from the internet about alphabet and numbers. The videos was interest and make students feel attract to wacth the video until end.

After video was end, the teacher ask the student to follow the melody from the video. In first try, the students feel shy. Than the teacher still play the video and the teacher start to follow the melody. Slowly, the students also follow their teacher and follow the melody from the video.

Learning with song is so helpful to teach young learners, especially kindergarten students. Because it was interest and fun for them, and it's not make they feel bored during the lesson.

Sing a song is help student to feel interest and attract student focus to the

lesson. Because with a song students can also join the lesson, and they will follow the song by themselves.

So, watch a video with song is so helpful for young learners to learn an English language.

- b. Videos with the things that consist with the lesson

To make students easily remember the lesson, the teacher play the videos which consist of things that include the lesson.

The technique of teachers use in this activity is listen and do. Because, after watch the video, the teachers ask the student to find the things that consist with the lesson. The videos can be search from the internet.

Example of the video is, students was learn about alphabet and the videos is about learn alphabet with animal or other things. The alphabet is “A” and the thing is apple. The alphabet “B” and the things is ball. It was like that until alphabet “Z”.

It's all is with the picture and the videos just say "A is for apple, B is for ball...." like that until the alphabet "Z".

For numbers, teacher also play videos which consist with the things that connect with the numbers.

Example of the video is, for number two, there are had a picture of two elephant. The the sounds on the video is "Two, there are two elephant...." just like this until number ten.

For the first time, maybe students didn't focus to what the videos means. They will just focus on the picture about and guessing what the picture is.

The students, is more interest when see the picture beside hear what is the number or alphabet name in english. Almost all the video, the students just guess what the pictures is, and say it in Indonesian language.

In the second time or the third time play the video, the students will try to understand what the video means,

ofcourse by the teachers explanation. After students understand with the meaning of the video, the teacher will ask the students to guess what the things teachers hold, and say it in by what they remember from the video above.

This technique also succeeded to make students remember the leasson.

2. Fun Activities or Games in Teaching English

Young learners can't focus too long in one thing. After do one things, they need to do another thing. Its help them to out from feel bored. After the young learners learn new language, they need to do another fun activities to make they feel comfort in the school.

Kindergarten students not only learn all day at school. They are also playing with friends, and play while learning. Playing while learning is helping them to not feel bored during the class. Activities for kindergarten student have become important aspect of foreign language teaching. The activities must have a fun exercise for the child, so they will not feel bored.

While learn, the teachers talkin many persoectives, and in the same point the teachers are focus on modification of speech when theacher teach in the classroom. Teachers should comprhend the idea for social development in teaching.

Playing a game also has a benefit for child. The several benefit from playing a game is make child more creative, build child social confidence, explore their passions, and others. Playing a game also have benefit to explore students social and emotional.

Student at least must enjoy three hours a day for playing a game, with different times. Which include playing outdoor games, in an all day kindergarten, and indoor games. Playing in all day in kindergarten was include with time for break and relaxation. It was a time, without schedule.

By having a time for playing, it's was good for child emotional health. Playing with friends at kindergarten is can make child know if they was acceptance by their peers and to create interpersonal relation between them.

There are several games can do for young learners in learning english. The games can be traditional games and modern games. The kinds of games is whisper games, guessing game, question and answer game, simon says, and others game.

As young learners, especially kindergarten students, the teachers should do fun activities. There are many activities for young learners, like playing a game, coloring, guess what and others activities. Doing fun activities not just to make students more remember about the lesson, but also to make student show their crativity. It was happen when the student ask to coloring something, they will show their crativity in coloring.

In Tri Bina's Kindergarten, the students was so creative. Because, when the teacher give the task to coloring, they will color it with pacefully and unique. Because kindergarten student can't read and write well, activities the teachers do after they learn, is coloring. To make it still connect with the lesson, they coloring alphabet ABC and number 123.

Others activities can young learners do is playing a game. To make the game still connect with the lesson, teachers make a game students find a things in around the class which consist with the alphabet. Example for this game is, for alphabet “B” teachers ask the student to find something which start with “B”. The student bring a book to the teacher, and say what is that in Indonesian language, than the teacher translate it to the english language. Those kinds of game help students remember about what they learn about and what they just learn.

D. CONCLUSION

Teaching for young learners was different from teaching for adults. Teaching for young leaners needs a lot of creativity, because young learners easy to feel bored and lose their focus in one thing. Teaching young learners need a lots of patience, because in their mind just full with playing all day with friends. Sometimes, in the class they will tease their friends and make noice.

As a teacher for young learners, teacher can’t mad to the students. If the students make somethings

wrong, the teacher must say it to them with a good way if what they do is wrong and tell them to not do that again. Become a teacher for young learners especially english, the teachers must understand the first language and english well. It was because the teachers need to explain to the student english language with easy explanation which will easy to understand by the students.

Young learner's teacher must find fun ways to introducing english. The teachers can be using song and video to help student to feel interest to english. As kindergarten student, the material for introducing english was a basic english.

Teaching young learners, especially teaching foreign language, the teachers can't do the foreign language during the class. It will make students feel bored, because they didn't understand what teacher say, and they will start make a noise and disturb their friends.

The basic english was an alphabet and number 1 – 10. Using song video make student feel interest to hear it out until end. Than they will follow the melody from the video about alphabet and numbers.

Using video which consist with the things on number or alphabet. Firstly, this not succes because the student just focus to the picture and didn't listen to the material.

After watch it several times, student understand what the video mean. Also by the teacher explanation to make the students understand.

The purpose to use a song as media for teaching english for young learners is to make the student feel interest and excited when they learn a new things, especially learn new language.

Young learner is easily to lose their focus. To make students focus on the materials, the teachers must make a game or fun activities. The activities can be coloring and others. Based on the result, introducing english to kindergarten using a video is good to make students attract and feel interest to english language.

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ENGLISH TRAINING FOR KIDS AT BATANG LINGKIN NAGARI AIA GADANG

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Abstract

This inquiry is entitled English Course for children at Batang Lingkin, Nagari Aia Gadang . The study aims is to provide English training for children in Batang Lingkin, Aia Gadang. The target of this training facility is primary school age children living in the Batang Lingkin. As an initial preparatory step, a survey was conducted to ascertain the situation on the surrounding environment. The service is expected to improve the English language skills of children in Batang Lingkin, recognize the importance of English, and provide English training that all children can participate. The study found that the kids on Batang Lingkin, who were initially didn't know much about English, became know and more interested in learning English. Children can speak English even if it is only in some basic and simple ways. The conclusion of this study is that children of primary school age need to be given more guidance and teaching of English in learning English.

Keywords: *English Course, Aia Gadang, Children*

A. INTRODUCTION

English is an international language that we must learn because it's used as an international communication tool. English as a world language that

should be taught to children as early as possible so that they can learn English faster and not be surprised if many things use English as their primary language in the future. English for Kids will be very useful in the future, especially in the global market. With the existence of the AEC (ASEAN Economic Community), the competition is sure to get tougher, requiring fluency in English. A common question from parents is "When is the right time to learn English?" The answer is that the sooner the better. Why? Children under the age of 6 are very sensitive to audio signals. This means that accents can be imitated and learned very easily. For this reason, it is strongly recommended to learn English from an early age. Learning English as a second Language needs to be learned from an early age before the individual enters puberty. If you have reached puberty, there will be many obstacles faced so that the results obtained are not optimal, especially in mastering pronunciation or pronunciation of the foreign language. An Englishman, Lenneberg (1967:116) says, "There was a neurologically based "critical period", which complete mastery of language, but it is no longer possible, because it will end around the

onset of puberty". According to Lenneberg, an individual has an important period (sensitive period) to be able to easily and quickly master language, which is called a "critical period" when the individual has not yet entered puberty. When puberty comes, the "critical period" fades so that an individual will have difficulty mastering the foreign language. Another English expert, Lightbown & Spada (1999:60) made observations on children from immigration families who came from other countries and settled in the USA. The study found that those immigration children, who had not yet reached puberty, could speak English with good pronunciation like native speakers. While his parents can't achieve abilities like his children. Indeed, these parents can speak fluently but they have difficulties in pronunciation, word selection, and grammar that should be used.

English is a hard subject for most children in Batang Lingkin, it's because they just learn English from their school and it just maybe once a week. Actually, for non native speaker like us, the learning process can be done at home by involving people around the child such as parents or caretakers. Parents can take an active role in introducing English

to their daughter's and son early on. Of course, the learning material needs to be packaged in such a way that the child is interested in learning it. Children must be taught in a varied and not boring way. This is so that the children who follow are comfortable and like to learn English. The problem is, most parents in aia gadang do not speak English, let alone teach it. So, for solving this problem, it is necessary to provide a place to learn English for children in Batang Lingkin.

B. METHODOLOGY

The method that used in this paper is using Qualitative approach, we conduct a survey to the elementary school and do the interview with elementary school teacher. In the interview, we just ask questions around the English lessons taught at that school. After that, coordinate with the chief village regarding the plan about this Training. Then, notify and invite the surrounding community regarding the plan of an English Training program for children around the batang lingkin area, aia gadang. Record the data of children in Batang lingkin who meet the criteria to join in this Training. This

Training is planned to be held every Sunday at 09.30
– 11.00.

C. DISCUSSION

1. Language

Language is can be seen as a child helper in thinking about activities what people are doing in surroundings, and how it should also be Act. Vygotsky says that he considered language as a child's way of swallowing conception of how to pay attention something, re-memorize what acquired, giving categorization, plan, solve problems, and thinking about the kids own (self-personal) world (in Fakhruddin, 2015)

The development of children's language has begun from birth by using the simplest language, namely crying. After that, the childs language develop to the the form of babble , simple words / sentences accompanied by body movements / gestures as a complement to speech.

The child uses voice or language as a representation of an object or event. Through language the child can communicate with others

about events to others (Piaget, in Mukhlisah, 2015).

2. Learning English for Kids

English has an important role in the process of education and learning both at school and at home. English learning is given to children with the aim that students can communicate using English orally or in writing fluently and in accordance with their social context (Depdiknas, 2003).

Second Language Acquisition theories state that the earlier children learn a foreign language, the faster they will master it for reasons of better short and long term memory abilities. It is also mentioned that less psychological stress and intense interaction factors are highly recommended to help children learn foreign languages. In another study, it was also stated that the benefits of mastering a foreign language earlier, have advantages in terms of intellectual flexibility, academic skills, language and social skills. In addition, these children tend to have more mature readiness when entering a social context with various languages and cultures. So

that when they grow up, children will become quality human resources and achievers

3. What is English Training

Training is the process of learning the skills you need to do a particular job or activity. So, the English training referred in this paper is English training for children so that children who follow it are more familiar with English, can speak English, and like to speak English.

4. How to Teach English to Children

In this English training, learning materials need to be packaged in a way that children are interested in learning it. To increase children's interest and attractiveness, we must be able to make them feel like they are playing but in fact they are also learning. Here are some ways you can create effective English training

The first thing that must be considered is the atmosphere of the room where learning activities take place. We must be able to create a relaxed atmosphere during the learning process. In addition, the material must be packaged as attractively as possible because children tend to get bored easily to monotonous activities.

As a first step in this training , we can use English songs as a learning medium. This is one way to insert that element of Language into the child's mind so that the child will get used to the words that sung in the song. Next they easily sang the songs along. Next they easily sang the songs along. We can start with simple songs that are easy for children to accept, such as ABC songs. Along with the development of children's abilities, we can give more complex songs.

Furthermore, we can use animated videos as a learning medium, this is to attract children to learn English. Bright colors and the use of the right English in the video can make it easier for children to understand when learning English because they are familiar with the use of English from the video. Look for animated films that are indeed made to learn English. We can start with a simple movie, such as Spongebob, Dora the explorer, then after that it can be developed with more complex movies, such as Disney movies.

5. Concept, Times, Members, and Place

This course is carried out by learning while playing, explaining and questioning methods.

This course is carried out for 3 times, it held every Sunday at 9-11 AM. This course is for children of primary school age, the children that follow this course is 10-15 children in Jorong Batang lingkin Nagari Aia Gadang. The course was held at the house of one of my relatives in Batang Lingkin, Nagari Aia Gadang.

6. Material

The material that will be taught at the training is

- Alphabet

The Alphabet Method is a method that uses the letters of the alphabet as a medium in learning, arranging from the letter A to the letter Z. This method is applied by connecting the child's personal experience and cognitive abilities. This alphabetic method is a new way that is easy for early childhood to remember in introducing English for the beginning. By teaching English vocabulary through the alphabet method, it is easier for children to memorize vocabulary that starts from the beginning of the alphabet (ABC).

Vocabulary is the set of words that can be arranged into sentences. Kridalaksana (1993: 127) defines vocabulary as a component of language that contains all the information and use of words in the language. If it is associated with the child's language development, the child should not only learn the mother tongue, but also other foreign languages.

An alphabet is a standardized set of basic written symbols or graphemes (called letters) that represent the phonemes of certain spoken languages. Not all writing systems represent language in this way; in a syllabary, each character represents a syllable, for instance, and logographic systems use characters to represent words, morphemes, or other semantic units.”

Alphabet is a basic thing that must be known if you want to learn a language, so, the first material that we will teach at the first meeting of our English training is the alphabet. The media used in this material are

a set of alphabet images, and music videos
alphabet sourced from youtube

- Colour and fruit

For the next material, we will learn about Colour and fruit. For this material we use music video from youtube and a set of picture in paper for children exercise. This material taught to student at the second meeting.

- Simple greeting and Introduction

For this material, we don't use video or music, but we explain to the children about how to greet other people and introduce ourself. After that, we give a note to children and do the practice in front of them, so they can practice each other based on the example that we give using that note.

7. The Implementation of The English Training

The implementation of this tutoring is carried out every Saturday and Sunday. Budgeted each lesson meeting lasts for two hours. The technical implementation of English tutoring to children of primary school age in the batang lingkin area consists of 3 stages, namely:

- Early stages

At this initial stage, prepare teaching media such as laptops, audio speakers, pens and paper while tutoring participants prepare pencils and books for taking notes. Before the learning begins, students are given an introduction to the material to be taught, then students are asked one by one about things related to the material being taught.

- Implementation stage

After being introduced to several things related to the material to be taught, then the implementation stage is continued. At the implementation stage, the way of giving material is not the same every time the meeting, because the way the material is given adjusts to the material. When teaching color material, participants will be taught using media in the form of sets of images, music and videos that have been provided previously. After that, children are asked to take notes on the writing and how to read it so that they can study at home. But for other materials the tutor plays audio then the

children are asked to listen to the audio. After that, the children were given a task to writing from the words in the audio and they were asked to record the writing and how it was read. Then the children are trained to pronounce the vocabulary that has been recorded and they continue to be trained until their pronunciation is correct. In addition to using audio media, sometimes learning is also carried out with audiovisual media in the form of video.

- Assessment Stage

To find out the extent of mastery of the material that has been taught, the tutor carries out the final stage in the form of an assessment or evaluation. The evaluation process is carried out every 15 minutes before the end of learning, this assessment is carried out by means of children being tested one-on-one to test the understanding of children about the material. From the various implementations of these activities, each training participant can understand and able to practice what has been taught. But each

participant has several different abilities. The results that can be obtained during the implementation of this English training program are children who take this training can speak English even though only on a simple level, and they are able to respond to simple expressions. It is also through this training that children can be more familiar to English.

D. CONCLUSION

Based on the discussion above, it can be concluded that the English training held in Batang Lingkin is strongly supported by the surrounding community. Parents in Batang lingkin are very willing to include their children to follow this training. From the data in the field, it was found that most of the children in Batang lingkin were not familiar with English. However, thanks to this English language training, children who do not know English at first can know more about English and can speak English, even only in simple form like greeting. The children know the English language of alphabet, fruit, colour and other material taught in the training.

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**DEVELOPING ELEMENTARY STUDENTS’
VOCABULARY THROUGH FLASHCARDS IN KOTO
KATIAK, KECAMATAN SUNGAI PUA**

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Abstract

This research aimed to determine the effect of flashcards as a media for developing vocabulary of elementary school students in Koto Katiak, Kecamatan Sungai Pua. This research implemented mix method design. The target of this research is fourth grade students in Koto Katiak. The data were collected by using a test to measure the students’ vocabulary mastery. To get more data, interview was conducted to know the impact of developing students’ vocabulary through flashcards to elementary school students in Koto Katiak, Kecamatan Sungai Pua. The finding shows that flashcards has positive effect as a media to developing elementary school students’ vocabulary or young learners.

Keywords: *Media, Vocabulary, Flashcard*

A. INTRODUCTION

Language has an important role in human life. It also has a huge influence in the process of communication among humans in the world. Human use a language to communicate with each other. In

addition, language is introduced by parents since childhood that is known as mother tongue. Instead of mother tongue, there is foreign language also introduced and taught in school but has a focus on expressing ideas and thoughts in written or oral form. Moreover, children are able to improve their ability in communicating.

In Indonesia, there are a lot of foreign language that has been taught to young learners and one of them is English. English is taught since elementary school to university level. Nevertheless, there are elementary schools who do not taught English due to curriculum policy. Nowadays, the government made the policy to taught English to elementary schools. As a result of the policy, teachers in elementary school are confused because they have never taught English to their students before.

There are four skills in English such as listening, reading, speaking, and writing. In teaching English, one of the most important element is vocabulary. Vocabulary is one of language components. It has important role for young learners in learning foreign language because it links to those four elements in English language (Nugroho et.al,

2021). Before students master the four skills in English, they have to know the vocabularies first to support them in learning English. Hornby (2004), as cited in Setiyawan (2015), stated that vocabulary is words that is used by people in a language. In other words, vocabulary is all of the words that people use in a language. Thus, vocabulary is very crucial in learning language because if they have mastered number of vocabularies, it could be a great way to improve their skills in English.

Due to the students never taught about English before, it will be hard for them to understand the vocabulary in English. Thus, to teach English vocabulary in elementary school, the teachers needs some ways to make the learning be effective. One of them is by using media. The main function of using media is to make students become interesting thus the students can be active in the class. Moreover, one of media that the teacher can use is flashcards. According to Hussaini et.al (2016), flashcards are set of cards that contain information as words or number. It also contain of picture and name of the picture. In other words, every vocabulary has picture so that it could make students more interest to learn because

they can see the visual of the words. In teaching vocabulary, those pictures convey information and it will be more easy for students to understand the vocabulary given. It can be concluded that flashcards is one of the effective media in teaching vocabulary because students interest could be increased.

Based on the explanation above, the researcher would like to teach vocabulary to the elementary school students by using flashcards. The researcher would like to see the effectiveness of using flashcards to the students who have never taught about vocabulary before.

B. METHODOLOGY

Research methodology of this research is mixed methods. According to Creswell (2016), mix method is an approach by collecting, analysis, and combine quantitative and qualitative methods that is used in a research in order to comprehend the research itself. In this research, the researcher used a test and an interview as the instruments. A test measures an individual's ability, knowledge, or performance. In this case, the researcher used a test to measure the students' vocabulary mastery. This test is used to assess the students' ability to understand and

comprehend vocabulary in English. The researcher asked the students to tell about the vocabulary that they have learned by using flashcards to measure their memory against the vocabulary given by using flashcards. Moreover, to support data obtained, the researcher did the qualitative research by interviewed the students who have an increase in their vocabulary by asking some questions.

This research was did to fourth grade of elementary school students. The reason why the researcher took the fourth grade because they learned English at school and this is their first experience to learn English, thus they do not have the basic vocabularies in English. Moreover, flashcards will help them to memorize those vocabularies in a simple way because it has a picture. In this research, the technique of data collection is descriptive analysis qualitative and quantitative. The result of the test is used to collect the students ability to memorize the vocabularies given by using flashcards, while interview is used to know addition informations about the students“ vocabulary.

C. DISCUSSION

English subject is been taught again in elementary school. In one of the most elementary schools in Sungai Pua, English subject is only taught to first and fourth grade. Due to this, the fourth grade do not have basic vocabulary yet because they learn English subject for the first time. Thus, the researcher aim is developing their vocabulary through flashcards. The researcher told English vocabulary to the students for four meetings (once a week). First, the researcher told them about vocabularies in their daily activities by using flashcards because they also learn it at school. Due to using flashcards, it was easier for them to understand the vocabularies because they comprehend it by looked at the picture.

There are two materials that were taught in this research. Each flashcards contains some target of words and based on the materials given. After showed the flashcards to the students, the researcher also told them how to pronounce and the meaning of those words. Moreover, besides shared the flaschcards, the vocabularies were also written in the whiteboard.

At the first meeting, students are taught about “daily activities” as the basic vocabularies they need to master. When the researcher asked the meaning of those words, most of them have known two activities such as “study” and “sleep” and there are also students do not know it at all. It can be seen that they do not have basic vocabulary. After the researcher show the flashcards of vocabularies given to them, they looked interesting and starts to pronounce those words by themselves and also mentioned the meaning by looking at the flashcards.



Picture 1. Flashcards about daily activities

As shown in picture 1, those are flashcards that is taught to the students. Each students have their own flashcards so that they could comprehend it directly. In this meeting, the students still struggle to memorize those words because they do not familiar

with it. At the end of this first meeting, the researcher do not give them a test, but just asked them to practice those words at home by using subject “I” before the vocabularies.

In the second meeting, it was still about vocabularies at the first meeting. The researcher asked the students to mentioned their activities yesterday based on vocabularies given on the previous meeting. They mentioned the activity one by one and also mentioned the meaning of the words. While a student told one activity to the classroom, their friend must pay attention to their friend. To make sure the students are able to memorize the words, the researcher involved a game to make it the atmosphere in classroom becomes more fun. The researcher also asked the students to practice it with using subject “I” with their friend, in pair. One mentioned the English and the other told the meaning of it in Indonesian. Based on this activities, it can be seen that all of the students are able to mentioned the vocabularies given with the meaning.

In the third meeting, the material is about “What are you doing?”. Same as the first meeting, the researcher shared the flashcards to each of the

students. The vocabulary of this material is verb + ing. In this meeting, it was more difficult than the first meeting because they have to memorize the basic verb (verb I) and verb + ing. The vocabularies given were different with the vocabularies in the first meeting, but they can handle it easily. They were excited to study the new vocabularies. The students practice those words with their friend without the asking from the researcher. It seemed like it was enough for them to master those words just in one meeting. Furthermore, to make sure they have mastered the materials, the researcher asked them to practice in pair with their friends. One of them asked “What are you doing?” and the other one answered the question by using “I am...”, the students mentioned it by turn, but the activity was chosen by the researcher.

At the last meeting, the researcher showed the pictures without the text of vocabularies. After that, to measure they vocabulary mastery, the researcher asked them to tell the vocabulary and the meaning of the picture one by one in front of the classroom (oral test). The researcher gave a reward to the students who sould passed it well as an appreciation. In this

las meeting, all of the students was very excited to wait their turn. All of them passed the oral test well.

Furthermore, to get more data, the researcher conducted an interview with 3 students who always active in the classroom. The first question related to their experience in learning English. All of them know English because they watch Cocomelon in YouTube with their sister or brother. They only know the word but not the meaning of the word.

All of the students agreed that flashcards could help them understand the meaning of a word. They told that using flashcards makes the atmosphere in the classroom becomes more fun and not boring. It was interesting to learned through flashcard rather than just look at the text in the whiteboard. Moreover, with looking at the picture, they told that it makes them easy to know the meaning of the words. They also hope that their teacher in the school also use this media to help them learning English subject. By having flashcards, they told that they can show it to their family at home and practice it. With practice it regularly, those words are still in their memory.

The students told that learn English through flashcard improves their vocabulary. They do not

learn English subject before, and suddenly got this subject at the fourth grade make them confused because they do not have any basic vocabulary in English and it makes English is a difficult subject for them. Thus, it can be concluded that developing students' vocabulary through flashcards is effective.

D. CONCLUSION

Based on the discussion of the research, the researcher have conclusion as follows:

The aim of this research is to know how flashcards could increase students' vocabulary in Koto Katiak, Sungai Pua. To collecting the data, the researcher used a test and interview. The test used to measure the students' memory about the vocabularies given. The researcher also used interview to support the data by asking some questions to the students who have an increase in their vocabulary. In the classroom, the researcher presented the lesson by using flashcards. The researcher also gave a test at the end of each meeting in order to know how their vocabulary mastery can be increased in each meeting.

Moreover, involving games in the application of flashcards makes the students feel relax while

studying and it was success creating an interesting atmosphere in the classroom. As the result, the students could memorized the vocabulary given easily by focusing their attention on the lesson. The implementation of the flashcards also gives valuable contribution toward students' vocabulary. All of the students are interested it when they are learning English vocabulary by using flashcards. They state that flashcards make them easier to understand the vocabulary and it was fun because they can look at picture directly, thus it makes them easier to memorize those vocabularies given. From the result of the test of each meeting, it can be seen that the students' vocabulary mastery is increased since they used flashcards while learning. They do not have basic vocabulary before, but after the researcher introduced them with flashcards, it is easier for them to comprehend and memorize those words. In other words, it is known that the implementation of flashcards in developing students' vocabulary in Koto Katiak, Sungai Pua is effective.

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INTRODUCING ENGLISH VOCABULARY WITH AUDIOVISUAL TO ELEMENTARY SCHOOL STUDENTS IN RUMBAI PESISIR

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Abstract

This paper is entitled Introducing English Vocabulary with Audiovisual to Elementary School Students in Rumbai Pesisir. This paper uses The method used is in accordance with the recommended method based on the theory of English for Children, and The type of research that will be used is the socialization approach. Based on the results of the discussion, Vocabulary is composed of words. There are nouns, verbs, adjectives, etc. in sentences. Since they are a part of words, someone must have access to their vocabulary and words in order to create a sentence. Vocabulary is crucial because it allows us to construct sentences. Audiovisual is an electronic device that is used as a medium that has sound and visual components, such as videos, films, slide-type presentations. This paper aims to find out whether elementary school students know basic and general vocabulary that is known by all children in general. Is there any other way to attract the attention of young learners to learn a foreign language that makes them less interested in learning English vocabulary.

Keywords: *Vocabulary, Young Learners, Audiovisual*

A. INTRODUCTION

Language has an important role in the development of students, such as the development of knowledge, social, and emotional. Language is also a support success in studying all fields of study. Language is not only in the form of words that are issued in the form of speech but also use, usage or language picture.

English is one of the foreign languages studied at school. In this era of globalization, English is an important language to learn. This is because English is an international language. In addition, in the increasing advancement of technology and information, there are many things that use English, such as usage procedures, features or other things, thus making users need to understand English.

English is an international language that is primarily used throughout the world. In Indonesia, English is the only mandatory subject that is taught to students by other students. Due to this, instructors must speak English well so that all students succeed in the course. Due to the fact that English is an international language, not all students will be able to complete the course without assistance. There are

some students that do not support the current curriculum because it is a challenging subject for them. The primary goal of this language instruction is to improve and increase students' proficiency in communicating in English, whether orally or in writing.

In context of this demands for human resources, the teaching of English as a foreign language has grown quickly to a young level in recent years. English has been taught since then with the hope that students will have more exposure to the language and use it to produce better results. However, learning English as a second language requires more time and effort for beginners because it requires more than just reading or gathering information. The goal of teaching English to beginners is to help them succeed and achieve their goals by helping them understand the basics of the language, including its grammar, vocabulary, and related information. According to Cameron (2001), teachers have to know how to make the classroom feel easy instead of merely like a regular space where pupils get bored while being taught. Teacher made a variety of worthwhile projects and educational

materials. In addition, while teaching young learners, the teacher must continually increase student participation in class, stoke student curiosity, maintain the integrity of the thinking process, and heighten student awareness of the problem at hand. By doing this, the student will enjoy the learning process and achieve the best results.

Because English is the majority of students' first language in elementary schools, teachers must make sure that students are interested in learning it. Interest is a crucial factor in helping people understand the subject. Learning English for students in a basic school differs from learning English at a higher level. Students learned from local people in their school's environment. Young learners respond positively to their surroundings and anything that is enjoyable and cozy, say Scott and Ytreberg (1993:11). This indicates that the physical environment has a significant impact on how successfully they learn English.

At the same time, vocabulary has an important role for young learners in learning a foreign language, in this context of English. According to Harmer (1993 cited in Katerina, 2009),

the language framework is the structure of language, the vital organ and its flesh is vocabulary. It is the basis of language production and an element other than structure, pronunciation and spelling that helps the four skills (listening, speaking, reading, and writing). Therefore, guiding young learners to understand the meaning of words, vocabulary mastery has an important role in communication activities. Without knowing it was impossible to communicate smoothly.

However, learning vocabulary is not an easy thing for young students. Priyasudiarja (cited in Kusamawati 2001), mentions that English vocabulary is often a very difficult part to understand because of its large number. So a teacher must be creative, teachers can use many tools as a medium of delivery to improve the teaching and learning process.

If they learn how to use the numerous vocabulary that are used in daily communication, it will benefit them in their everyday lives. However, the vocabulary that is taught must be in accordance with the curriculum at the primary school so that students can communicate with the teacher, even if it is in a more complicated form. Learning relative

vocabulary is simple for common people since they need specific words that are nearby. The most relevant information is that which they can view, understand, use, and maintain. This is the reason why people are unable to understand the meaning of the aforementioned words without the aid of a translation or other unclear explanation.

We all understand that elementary school students are around eleven years old, and that at that age they prefer to play rather than study. Therefore, teaching English to them is different from teaching English to those who already understand. The teacher's role in this is very important because they have to provide a very basic introduction to their first foreign language.

Finding an efficient method to make vocabulary acquisition simpler, more pleasant, and pleasurable is the teacher's responsibility. A teacher's tools are their techniques. Teachers need some media for teaching materials, such as audiovisual (cartoons) to help success in the teaching and learning process.

Audiovisual is an electronic device that is used as a medium that has sound and visual components, such as videos, films, slide-type

presentations. Approach using audiovisual media is an approach in which students relate material rendered with real-world, audiovisual media described that the message displayed can also be encourage students' willingness to learn. While in process In learning, students are expected to be able to express their ideas, for example in writing. Reason using audiovisual media because it attracts attention students, eliminating student boredom in learning, increase student activity or involvement in learning activities, increasing student motivation. With audiovisual, we can see something interesting and related to actual conditions. With showing pictures, the teacher helps students to concentrating. This means that audio-visuals can used in learning to encourage students in learning English, because students can see objects in real. Furthermore, audio-visual media is very important to learn English because the media explain words that students have not understood before.

Rumbai Pesisir is a sub-district located in Pekanbaru City, Riau. Here the majority of the population is Malay and Minang. The author conducted research here because the author's house is

in this area. Researchers conducted research by teaching English to elementary school students in Rumbai Pesisir. Here, elementary school students have not been taught English in their schools. So because of that the author will make an English course in this area to introduce elementary students to English vocabulary using audiovisual media.

Based on the background on the study above the researcher has an idea to conducted the research and community service about Introducing English Vocabulary with Audiovisual to Elementary School Students in Rumbai Pesisir.

B. METHODOLOGY

Based on the above understanding, the author can conclude that English is a foreign language that must be learned by all people in Indonesia. English must be learned by children in school. Basically, children are less interested in learning English, because it uses a foreign language and they have to know the meaning of the vocabulary. So, here the author will attract children's attention with audiovisual media by showing cartoons that teach basic vocabulary for beginners such as cartoons to

recognize numbers, animals, and colors. The author chose these three because that is the basic thing that beginners should know. The method used is in accordance with the recommended method based on the theory of English for Children. By using this method, children are expected to be able to understand and remember the vocabulary introduced and can apply the learning outcomes they have learned. In addition, to determine the level of ability and interest in learning English of children in Rumbai Pesisir, researchers will conduct interviews and observations in Rumbai Pesisir starting from the background, views of children and the carrying capacity of the environment that allows these children to have obstacles and problems in learning. The type of research that will be used is the socialization approach. The socialization approach in communication studies discusses how various existing understandings, meanings, norms, roles, and rules work and interact with each other in the discourse process. This approach emphasizes the idea that a process of interaction that occurs in groups, communities, and cultures.

C. DISCUSSION

a. Vocabulary

1. Definition Vocabulary

Vocabulary is composed of words. There are nouns, verbs, adjectives, etc. in sentences. Since they are a part of words, someone must have access to their vocabulary and words in order to create a sentence. Vocabulary is crucial because it allows us to construct sentences. Hiebert (2006) asserts that "vocabulary is understanding of the meaning of words." It means that vocabulary plays a crucial role in the development of conversational understanding.

In addition to grammar and pronunciation, vocabulary is the only aspect of the language that must be learned when a person is learning the language. Additionally, the vocabulary can aid students in learning and provide them the confidence they need to study in a classroom. In order to describe something, it is necessary to use stock vocabulary.

When studying a foreign language, a person, class, or profession uses their vocabulary to express meanings or ideas and build sentences for communication. And the key to learning is vocabulary. According to Penny (1996), vocabulary is usually considered as words taught in a foreign language. This shows that almost all vocabulary in a foreign language has been taught by the teacher in such a way that students can use it in daily communication. Additionally, it might make learning easier for the learner to understand. till the student's abilities improve.

According to Thornbury (2002), vocabulary is a word, and words are small things from human consciousness. This shows that because vocabulary expansion and learning is a lifelong thing, everyone can grow with words.

According to Hornby (1995), vocabulary is the sum of all words in one language, all terms that are close to a person or used in books, subjects, etc. And a list of

words with their meanings, especially those accompanied by a textbook. According to Mohammad Reza, the most important value in language learning is vocabulary, which has been the subject of many studies, all of which have made unique advantages for the area. That is, vocabulary is a valuable value in language acquisition and as the main element of language.

From the statement above, the author draws the conclusion that a speaker's vocabulary is a collection of words that are necessary for them to convey meaning and interact with other speakers in a formal or international language. and People need a good vocabulary, especially students, teachers, and the government. since they require it. And new words or vocabulary are frequently introduced into the world each year. They are crucial to enhancing vocabulary mastery because of this.

2. Types of Vocabulary

Vocabulary is the knowledge of meanings of words. This definition is made

more difficult by the existence of at least two different word forms: oral and written. That is, vocabulary is an important value in language acquisition and as an important element of language. In addition, there are two types of word knowledge: receptive or what we can know and productive or what we use in everyday life.

The difference between receptive and productive vocabulary is that the time when learning language is stored in the brain is called receptive and the time when it takes words from the brain to be used is called productive.

Mentioning that memorizing a list of words is not the only component of learning vocabulary. learning vocabulary in primary school Students are frequently asked to memorize a large number of words at school, which is still emotionally focused on word memorization. However, the words that children have learned or memorized are rapidly forgotten.

3. The Importance Vocabulary

Vocabulary has consistently stood as an important aspect of English as an international language. Everyone who learns the language must understand the vocabulary so that the learning process is easier. Without the use of vocabulary, learning a language is a very difficult task, and meaningful communication in both languages is impossible. Miscommunication between teachers and students also occurs.

According to Edge (1993:27), understanding many words in foreign languages is very good. This means that knowing many foreign languages is very important because from that it is easier for us to know the meaning of translating words, be it in learning English. And in the second, it will help you. In other words, if you have a lot of knowledge about other languages, you can easily explain the world or anything else that has a connection to the language. And if you have more vocabulary, you can understand

them easily in a foreign language class and use them to communicate easily.

Vocabulary is a crucial aspect of our daily lives. According Nunan (2006), also acknowledged that vocabulary development was a crucial aspect of the language learning and research that had been done over the course of several years that had just ended. That is, an important aspect of language is the development of the vocabulary itself.

According to Betts (1986), learning vocabulary is an important core in knowing reading and other areas in academics, the instructional form explains a lot in practice that provides direct and explicit experience with words in the form of understanding and directing content.

According to statement above, writer conclude that vocabulary is important in learning a language and mastery of vocabulary will make it easier for someone to use language communication, by having many words or vocabulary that person can easily learn English.

4. The Technique in teaching vocabulary

Vocabulary is an important language concept to learn when learning a language, although teaching vocabulary is not always an easy task. To assist students in understanding their own meaning, the teacher must provide adequate teaching materials and effective teaching methods. The only method that is effective for developing students' vocabulary and for mending students' vocabulary is through vocabulary instruction. In addition to that, Richards stated that the most important component of the language course was vocabulary instruction.

This indicates that teaching vocabulary is extremely important for women who are continuing to learn the language. It will aid them in their learning because of this. Learning vocabulary cannot be done simultaneously but must be done continuously. By incorporating vocabulary into daily activities. Because the general population has already embraced its fundamental principles, And constant

instruction in it will enable them to understand it. In actuality, learners frequently find it difficult to engage with new words while reading or engaging in other activities because of their lack of understanding of the underlying meaning of the words. Teachers can incorporate a variety of techniques while teaching in the classroom in order to build curriculum vocabulary. According to Betts (1986), learning vocabulary is an important core in knowing reading and other areas in academics, the instructional form explains a lot in practice that provides direct and explicit experience with words in the form of understanding and directing content. This means that to be a good teacher, a person must be creative, skilled and knowledgeable, with his creativity he can create new situations that tend to make learning situations more productive and comfortable and with words. And with his knowledge, he was able to convey it to his students. According to Ruth and Stuart (2003), there are many ways

to pursue vocabulary, there are visual aids, verbal explanations, and contextual guesses.

a) Visual Aids

In this way, the teacher can use paper or pictures or sound or slide shows and whiteboards to introduce vocabulary. With these media can increase vocabulary knowledge.

b) Verbal Explanation

In this way, the teacher can tell the meaning of the words. The teacher must provide words based on students' knowledge. This technique is simple to describe unknown words.

c) Contextual Guesswork

In this way, students get to know vocabulary with text. Students understand the meaning of the words in the text.

From the methods above, the author will use visual aids because the author uses Audiovisual (cartoons). Students will be more

interested and quickly find out when the teacher or writer describes the content of the cartoon and they get new vocabulary from Audiovisual (cartoon). And make students feel happy and happy in the learning process.

5. The Strategies In Learning Vocabulary

The person in question must be able to express themselves clearly when speaking in English in order to learn the language. Due to this, he needed a lot of stock vocabulary. Given that vocabulary is the single most important aspect of English and there are several instances of it, people find it easier to use words to describe it.

The woman has several vocabulary stock and the ability to clearly describe them in order to remove the vocabulary. In some cases, women have a lot of stock vocabulary but are unable to describe them well, and in other cases, they have good pronunciation but have few stock vocabulary. Additionally, the person in question lacks a sufficient amount of staccato vocabulary and has poor pronunciation.

Knowing vocabulary is not too difficult. Because everyone who knows the vocabulary can quickly forget it. Therefore, here are the steps in knowing vocabulary:

- Learn vocabulary that is the same in or related to each other.
- Using pictures and diagrams can also help in learning vocabulary
Using pictures and diagrams can also help in learning vocabulary.
- Make a vocabulary notebook.

From the explanation above, the author can conclude that studying student vocabulary requires the right strategy in the learning process..

b. Young Learners

1. Definition of Young learners

According to Philips (2002), "young learners" refers to children between the ages of two and four who are attending formal school for the first time (usually in grades five or six), up to two years after that. According to Scott (2009), muddled learners can be

classified as level one (5-7 years) and level two (8-9 years). According to grade level, Ytreberg (1993) divided students into two groups: lower grade (students were in grades 1, 2, and 3), and upper grade (students were in grades 4, 5 and 6). According to the above description, it may be inferred that kindergarden students are categorized at the first level (5-7 years).

2. The Characteristic of Young Learner

The characteristics of young students as active learners. Learn to use the senses and the five senses, respond to language correctly through concrete things (visual objects) rather than obscure things, be attracted to the physical and real. According to Scott to assert their own words. They are interested if told to do things that are fun or sound fun, play, and learn best when they feel good.

3. Teaching Approaches for Young Learner

Young learners are holistic learners, Phillips (1999). They use language in accordance with what is being taught to them

and with what they can do with it, as opposed to viewing it as an intellectual game or abstract system. Its primary goal is to convey the perspective of a child to practical and worthwhile goals. Every major project for casual learners must take into account their physical and emotional well-being. Guru must include numerous images, illustrations, objects, and realia. When illustrating the guru's approach, the words "joy" and "meaningful" must be used. The best way for beginner language learners to learn a language is to play games in it. Due to the attention-seeking and ambivalence of young children, particularly in the beginning of language learning, teachers must devise a variety of projects, curricular plans, classroom settings, and, most importantly, a variety of techniques and methods.

4. Teaching Techniques for Young Learner

The application of a teaching strategy at the level of classroom procedure is known as a teaching technique. Even though they must have diverse methodologies, different

ways may share certain similarities in their techniques.

Based on the techniques described above, teachers can combine more than one teaching technique in the classroom. It is necessary to look at the needs of the students, the purpose of the material presented and the state of the class before carrying out the teaching technique. From this principle the teacher may develop his or her own techniques, such as introducing songs and games to make their learning fun and natural.

c. Teaching English by Using Audiovisual Media

1. Definition of Audiovisual

Audiovisual is an electronic device that is used as a medium that has sound and visual components, such as videos, films, slide-type presentations. Learning based on audiovisual media is basically a learning that is expected to make it easier presentation of learning materials, increase learning motivation students, and overcome the limitations of participants' space and time students (Susilana and Riyana, 2008: 125).

With audiovisual, we can see something interesting and related to actual conditions. With showing pictures, the teacher helps students to concentrating. This means that audiovisuals can used in learning to encourage students in learning English, because students can see objects in real. Furthermore, audiovisual media is very important to learn English because the media explain words that students have not understood before.

By using audiovisual media, you can help students in learning. This means audiovisual can express their ideas because students do not dealing with an abstract world. According Situmorang (2011) in the implementation of learning to increase vocabulary by using audio-visual media are expected to: First, students play an active role because students are dealing with a real environment. Second, students have the skills and understanding of learning vocabulary because in learning using media audio-visual is given a deep understanding, isn't it in the

form of memorization. Third, students are critical because students understand the material being studied so that they often ask questions. Fourth, learning takes place dynamically because the class is active, and students will understand the learning material. Therefore, teachers can easily manage the learning process. Fifth, learning includes sharing because in learning there is a learning community. Last, process evaluation not only on results but more emphasize on learning process.

Audiovisual media has four functions including: are the function of attention, affective function, cognitive function, and cognitive function compensatory. The function of attention is this, bringing and explaining to students to focus on the learning process. The affective function can be seen in the level of student interest in learning. Because this media can cause emotions in students' attitudes. The cognitive function can be seen from the achievement of research which shows that this media provides

facilities in achieving the goal of knowing and remembering informants conveyed through images.

The function of attention is this, bringing and explaining to students to focus on the learning process. The affective function can be seen in the level of student interest in learning. Because this media can cause emotions in students' attitudes. The cognitive function can be seen from the achievement of research which shows that this media provides facilities in achieving the goal of knowing and remembering informants conveyed through images.

2. Steps for Application of Audio Visual Video Media in Learning

The following will describe how an educator uses video programs integrally in the learning process as an educational medium:

a) Preparation

The preparatory activities of an educator who will teach using a video program include:

First, make lesson units (Colour, number and animals) as usual by including media videos. Second, learn in advance the program that will be presented to students, so that it is known more precisely what material will be presented so that If there are deficiencies, they can be identified in advance. Third learn in advance the words or terms that need to be presented to students students before watching the program (Colour, number and animals). Fourth, it would be better to do a preview with two or three participant educate. Students who participated in the preview were given the opportunity to ask questions related to this program. These questions do not need to be answered at that time but are material consideration for educators. Last, prepare the equipment that will be used so that in its implementation later no rush and no need to search again.

b) Implementation

- Presenter room, The rooms used for the implementation of the learning process can be in the form of classrooms, halls, labs or special rooms for the presentation of educational media programs. This room should have electricity and be light or semi-dark.
- Equipment used, Teaching using video media requires the following equipment: 1) Video tape recorder (VTR). 2) Television monitor or TV monitor. 3) Power cables and monitor cables. 4) Equipment layout Placing the TV monitor in the classroom must be in a strategic place so that students in the room can see and listen to the program clearly.

c) Follow-Up Activities

According to Hamalik (1994:124), follow-up activities need to be carried out in the form of class discussions, with the aim of:

- To assess the program
- Explain things that are less or have not been understood by students.
- To make a summary
- Help discriminate the problem

According to Hamalik (1986), the use of tools in the teaching and learning process can cause curiosity, motivation and stimulation of learning activities and even cause psychological effects for students. Using learning media will lead to effectiveness in the learning process and delivery of messages and lesson content at that time.

3. Advantages and Disadvantages of Using Audiovisual Media

a) Advantages of Using Audiovisual Media

According Harmer (2001), there are several advantages in using audiovisual in the learning process, the following is an explanation.

- Can see the language used, because students not only listen to students but can also see the language used.
- Raising awareness across cultures, allowing students to see situations outside their classrooms.
- Brings power. The teacher can ask students to make a video of them we are practicing. When students watch their own videos, it has the potential to create something amazing.
- Motivation. Many students see increased interest when they have the opportunity to see the language used as they hear it, and when it is combined with communicative tasks.

b) Disadvantages of Using Audiovisual Media

The disadvantages of video in teaching English are:

- In the early stages, using audiovisual students were not interested and uncomfortable. This gives rise to the initial deviation from silence and confusion.
- It costs money, inconvenience, maintenance and in some cases, and fear of technology.
- Teachers must be familiar with videos, either using or using them. Teachers must design various types of classroom activities to be fully used as video material in the classroom.

4. Concept of Visual Media

Implementing a teaching strategy at the level of procedure used in the classroom is known as a teaching technique. Despite the fact that they must have diverse approaches, different ways may, to some extent, use the same techniques.

Moreover, According to Leny (2006), audiovisual media are usually used more effectively to build and strengthen motivation

in producing positive attitudes towards English and to introduce language skills. Therefore, audiovisual media is one of the media that strengthens students' language skills, including reading, speaking. one aspect of the assessment is pronunciation. By using this media, it can be used as creatively as possible with various forms of the media itself, and make students interested in learning.. In addition, in the case of teaching pronunciation in this research, the phonetic symbols of interdental sounds /θ/ and /ð/ as well as their „th“ spelling and examples will be displayed as the visual media to the students.

d. Field Results

In an effort to introduce English vocabulary to elementary school students (beginners) in Rumbai Pesisir, the author introduces the English learning strategy above, namely by showing cartoon videos with audiovisual media to elementary students. Due to the limitations of elementary school students around Rumbai Pesisir, the author was only able to collect as many as four students

who were around Rumbai Pesisir namely Ihsan Aulia (grade 5th elementary), Alghani Khalifi Dzajka (grade 3rd elementary), Randa (grade 2nd elementary), Rama (grade 3rd elementary) on August 13, 2022 to August 21, 2022.



First, the researcher approached the students in advance by asking how they were and conveying the intent and purpose of inviting students to the writer's house. After that, the researcher asked them whether they had ever studied English in elementary school. Next the writer asked them about the English language of

numbers, colors and animals, 3 out of 4 students could not answer it because they did not know what the writer was asking. After that the writer taught the students about basic vocabulary, namely about numbers, colors and also animals with the usual method without the help of audiovisual media, but the students were just silent and daydreaming a lot and were not interested in what the author said, because they did not understand what the author was telling them. . After seeing that they were silent and pensive and not interested, then the writer used audiovisual media to teach students basic vocabulary about numbers, colors and animals. Using audiovisual media, the author plays cartoon videos about basic vocabulary, namely numbers, colors, and animals. When the cartoon video was playing, the writer saw that the students were very enthusiastic in watching and repeating the vocabulary spoken by the cartoon characters that the writer displayed. Students write vocabulary while rereading what they wrote and heard. After the cartoon video was finished, the writer asked again what they got from the cartoon video they

saw just now, and they all answered enthusiastically, explaining what the video contained and mentioning the vocabulary spoken by the cartoon characters in the video. These students feel happy and interested in learning English through audiovisual media (cartoons) because they also like watching cartoons but have just realized the benefits of audiovisual media (cartoons) which can be a tool to increase their knowledge in learning English vocabulary.

With a sense of pleasure in students towards the audiovisual media (cartoons) it will grow their interest and enthusiasm to know more English vocabulary and learn other basic vocabulary with audiovisual media (cartoons). But there are also times when they feel bored by watching the videos they watch because the repetition of the vocabulary shown is so long because they repeat too many words.

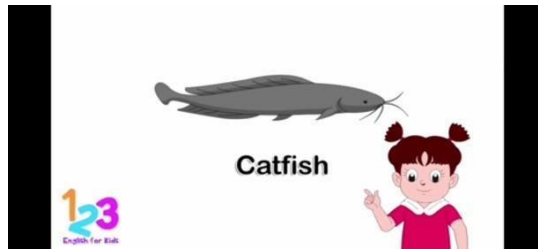
The following is a cartoon video display that the author shows to students:

1. Numbers



<https://youtube/G24xvC20JKQ>

2. Animals



<https://youtube/3XEXZ-dQkoY>

3. Colours



<https://youtube/D8CmFaFdi04>

D. CONCLUSION

Vocabulary is composed of words. There are nouns, verbs, adjectives, etc. in sentences. Vocabulary is crucial because it allows us to construct sentences.

Hiebert (2006) asserts that "vocabulary is understanding of the meaning of words." It means that vocabulary plays a crucial role in the development of conversational understanding.

According to Penny (1996), vocabulary is usually considered as words taught in a foreign language. This shows that almost all vocabulary in a foreign language has been taught by the teacher in such a way that students can use it in daily communication. Additionally, it might make learning easier for the learner to understand. till the student's abilities improve.

According to Philips (2002), "young learners" refers to children between the ages of two and four who are attending formal school for the first time (usually in grades five or six), up to two years after that. The characteristics of young students as active learners. Learn to use the senses and the five senses, respond to language correctly through concrete things (visual objects) rather than obscure things, be attracted to the physical and real.

Audiovisual is an electronic device that is used as a medium that has sound and visual components, such as videos, films, slide-type

presentations. Learning based on audiovisual media is basically a learning that is expected to make it easier presentation of learning materials, increase learning motivation students, and overcome the limitations of participants' space and time students.

From the explanation above, it can be concluded that students' interest in learning English vocabulary will arise when a feeling of pleasure arises from within a person. For this reason, several efforts have been made to foster this interest. Especially if introducing English vocabulary to people who are new to English requires a long time to increase their interest in recognizing English vocabulary. Efforts to introduce English vocabulary to students during the covid 19 pandemic in Rumbai Pesisir were carried out by introducing a strategy to elementary students. The strategy is quoted from a previous study by Hermati Ramli (2020), the strategy is to introduce English vocabulary with audiovisual media (cartoons).

From the field results, it was found that most elementary school students in Rumbai Pesisir were interested in learning English vocabulary through audiovisual media (cartoons) because it created their

own pleasure in themselves so they felt interested in learning English vocabulary from audiovisual media (cartoons). However, there are also times when they feel bored by watching the videos they watch because the repetition of the displayed vocabulary is too long because they repeat too many words

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**THE IMPLEMENTATION OF ENGLISH LEARNING
GUIDANCE PROGRAM TO ACHIEVE STUDENTS
NEEDS AT SD N 02 KOTO BARU**

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Abstract

English learning guidance program is the program with process implementation English learning guidance by supervisor to students with the purpose to achieve needs and optimal learning according to their skills, talents and abilities. In this article refers to community service and research activity in implementation of this programs to achieve students needs located at SD N 02 Koto baru, Ampang Kuranji, Dharmasraya. This program was held as 7 meetings for 1 month in school and 2 meetings out of school location at writer's house. The purpose of this guidance at SD N 02 Koto Baru is to help elementary school students to master English well and to increase students to learning English which is considered a subject. There are contribution of English guidance is as follows: (1) Students in this area can have the ability to good of English skills (2) Students can improve school grades, especially language grades English at school.

Keywords: *Implementation, English learning guidance programs, Students' needs*

A. INTRODUCTION

At this time, English is an important need for people around the world because position of English as an international language. In this situation about understanding and learning English seems impossible know age. Start from children, young, old, and adults are starting to realize the importance of learning English in this modern era because English as an international language. However, from various ages who learn it, what is more important is learning English for elementary school students because learning starts from an early age or from basic, especially in Indonesia. In addition, in Indonesia, English has been determined by the Ministry of National Education as learning the first foreign language that must be taught in schools and colleges. This is why learning English very important for students.

Teaching English in Indonesia has been started at the time after Indonesian independence period. Various curriculum and methods have been developed to improve students ability to master English. However, the results are still not good but not bad, especially for elementary schools at SD N 02

Koto Baru, Dharmasraya. This is because learning English in elementary schools is still basic and still cannot make students be able to communicate with English. The various problems and factors behind why the results achieved is not as expected.

In this situation entering elementary school age, parents definitely wants the best for their children. Especially in education, parents do their best for their children to be smart and intelligent. Not only formal education, but also learning guidance. One important thing that parents should consider is choose the best activities for their children for example English learning guidance. In addition, there are various benefits of English learning guidance are get knowledge, social skills, practice discipline, good talents and making achievements in English.

The reason why English learning guidance is important for students. Because, most schools in Indonesia do not use English as their main language. Children are also study and focus on learning English at school for only a few hours a week and 1 hour in a week is not enough to increase children's knowledge about English. This is because we are live in this era

globalization, English is a skill that every child must have in order to develop optimally. That is why it is very important for parents to consider that their children for join English learning guidance and achieve their needs.

B. METHODOLOGY

The article is based on research, service and observation at SD N 02 Koto Baru, located in Nagari Ampang Kuranji, Dharmasraya. The purpose of this observation is done with the aim of get conclusion about the object being observed and to describe the object in this research and community service.

As explained in the introduction, students not be able to use English well because it is the basic and in school English is not the main language in learning. In addition, students are also study and focus on learning English at school for only a few hours a week, it is not enough to increase students knowledge about English. That's why parents choose the best learning guidance with benefits such as increasing knowledge, improve English skills, socialization, talent and get their need. This English learning guidance must be fun learning. Ellis (1994) stated that the child's tendency to songs, rhymes and

playing, then these things can be used as a means of learning. This activity for students class 1-6 SDN 02 Koto Baru.

C. DISCUSSION

1. English Learning Guidance

According to the UU RI no 2 (1989) BPHN, education is carried out in the form of guidance, teaching, and training. Guidance or guiding has two meanings, namely guidance in general which has the same meaning as educating or instilling values, fostering morals, directing students to become good people. While the specific meaning of guidance is as an effort or program to help optimize student development. This guidance is provided through assistance in solving problems encountered, as well as encouragement for the development of students' potentials (Nana Syaodih Sukmadinata, 2005: 233). According to Syamsu Yusuf and Juntika Nurihsan (2005: 82) Guidance can be interpreted as an effort to provide assistance to students in order to achieve more optimal development.

According to Rochman Natawidjaja in his book Syamsu Yusuf (2005: 6) Guidance can be interpreted as a process of providing assistance to individuals that is carried out continuously so that the individual can understand himself. In fact, he is able to direct himself and can act naturally in accordance with the demands and circumstances of the school, family environment, society and life in general. From some of the definitions above, the following conclusions can be drawn: (1) Guidance is a continuous process so that the assistance is given in a systematic, planned, continuous and directed manner towards a specific goal. Thus, guidance activities are not activities that are carried out by chance, incidental, at times unintentionally or activities that are perfunctory. (2) Learning guidance and school as educational systems both aim to develop and advance quality for the world of education, prospects and future for the development of science and technology whose existence deserves to be reckoned with. (Neil

Postman, 2001:3). With a structured curriculum in the organization in the community.

Learning guidance is a process of providing guidance from supervisor to students by developing a conducive learning and developing skills and study in order to achieve optimal learning according to their talents and abilities (Munandar, 2002: 21). Therefore, English guidance is the process implementation English learning guidance by supervisor to students with the purpose achieve students needs. The purpose of this guidance at SD N 02 Koto Baru is to help elementary school students to master English well and to increase students to learning English which is considered a subject. There are contribution of English guidance is as follows: (1) Elementary school students in this area can have the ability to good of English, listening, reading, speaking and write. (2) Elementary school students in SD N 02 Koto Baru can improve school grades, especially language grades English at school.

Based on the analysis of the situation and the theoretical basis above, the problems by SD N 02 Koto Baru are as follows: (1) In SD N 02 Koto Baru there is no guidance that can help school students the basis for deepening school lessons, especially language subjects English. (2) The students English skills are low, so efforts need to be made to improve students English skills through guide. (3) The low knowledge of students to learn at home so that efforts need to be made habituation of independent learning with the guidance of others and the effort possible is the existence of guide. (4) Important point is limited time learning English at school, Children are also study and focus on learning English at school for only a few hours a week is not enough to increase children's knowledge about English. That is why it is important point for parents to consider that their children for join English learning guidance and achieve their needs.

There are the target and achieve English learning guidance by Dilla Kurnia Dewi, 2319025 as follows : (1) The target of the

Community Service Program which entitled guidance for students class 1-6 SD N 02 Koto Baru, is able to provide guidance and experience learning English for elementary school students. (2) Achievement is about the expected outcomes of English guidance activities for elementary school students these are:

- a) students who are join this guidance get knowledge about English.
- b) Students can speak English good and right.
- c) Students can get use learning independently appears in students even though in the end the program this guidance.
- d) Students are able to increase the value of their school lessons, especially the value of lessons English.

This can be described in detail activity as follows :

- The types of activity : 1) Introducing English guidance programs for elementary students 1. 2) Preparation for implementation guidance program. 3)

Implementation English learning guidance program at SD N 02 Koto Baru. 4) Monitoring, evaluation and reporting.

- Plan : 1. Socialization the program for the students from SD N 02 Koto Baru. 2) Coordinate with principal and teacher about plans program and time implementation. 3) Provide English guidance at SD N 02 Koto Baru.
- The target and achievements guidance : 1) Implementation of English guidance at SD N 02 Koto Baru. 2) Students get knowledge, socialization, talent in English and improve skills.

2. The result and discussion

a) The result

This service program was held as 7 meetings for 1 month in school and 2 meetings out of school location writer's house. The following is the description of implementation at each meeting in detail:

The first meeting : At the first meeting, the executor gave material about the English alphabets. The focus in the material

are : Listening, speaking, reading and writing. In listening activities, students are expected to hear and imitate what is being said spoken by the researcher. With imitation activities, students are expected to be able to pronounce the English Alphabets correctly according to what they hear. In reading activities, students are asked to read pictures that present the English alphabets in full. In addition to reading the English alphabets, students are also asked to to read the dialogue given in groups based on the back row of the table. Then in activities speaking, the main focus is pronunciation, which in this activity is expected students are able to pronounce the English Alphabets fluently and good. In writing activities, students are asked to write the name of the object in the picture. Here pictures in this guidance:



Picture 1. Implementation English guidance at class 5



Picture 2. Implementation English guidance at class 3

The second meeting : At the second meeting, discussed material about Numbers. Students are introduced to numbers in English. The material is provided listening, speaking, reading, writing. In this second meeting, listening activities were carried out by asking students to hear a saying about numbers first. Then, students are asked to imitate what they hear. After practicing a few times, activities followed by reading activities

carried out by asking students to mention the numbers given. At the end of the activity, students were asked to do the exercise by writing down what was ordered in the exercise. Here pictures in this guidance:



Picture 3&4. English guidance at class 5

The third meeting : At the third meeting, focused on mastering skills writing, reading, speaking, and listening. Because the delivery of material is also delivered in an integrated manner, the order in which the material is delivered is as follows: Reading, listening, writing, and speaking. The material at the third meeting is Introduction. Activities start with ask students to read the reading text. After reading the text, students are asked to do practice questions from the text that has been given. Then the students were asked to listen to what was said by the executor. After

listening, students asked to complete the dialogue so that the dialogue can be used for speaking practice. Here are pictures in this guidance :



Picture 5. English guidance at class 5 (Meeting 3)



Picture 6. English guidance at class 3

The fourth meeting : At the fourth meeting, still the same as in previous meetings, namely the material is taught in an integrated manner. But focus the material is only emphasized on the material: Reading and

grammar The fourth meeting focused on Reading and Grammar material. In reading material, students were given a exercise about number. In reading this exercise, students focused on understanding numbers and reading content. Then, understanding the vocabulary and content of reading, students are trained to answer questions about the content of reading to measure student understanding. In Grammar material, students are taught about determiners (pointers), to be, and articles in English.



Picture 7. English guidance at class 3 (Meeting 4)

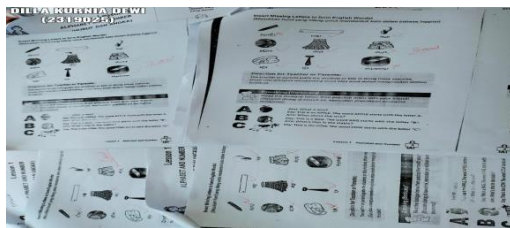


Picture 8. Result exercise class 3 (Meeting 4)

The fifth meeting : At the fifth meeting, the material focused on the ability to: Reading, vocabulary, grammar, and writing. The guidance activity begins with a exercise insert missing word. In this exercise, students are introduced to the terms used in writing describe clothes. Readings are followed by exercises meant to measure students' understanding of simple texts that are read. After reading and practicing comprehension questions, the guidance material is continued with an introduction to vocabulary about things and its meaning. Vocabulary introduction about the things is given to students so that students are able to describe their respective families in English. Whereas the material about things that are often used in daily life. The guidance activity ends by providing practice questions that useful for measuring students understanding of the material that has been delivered. Here are pictures in this guidance :



Picture 9. English guidance at class 5 (Meeting 5)



Picture 10. Result exercise class 5 (Meeting 5)

The sixth meeting : At the sixth meeting, after reading and practicing comprehension questions, the guidance material is continued with an introduction to vocabulary about family and its meaning. Vocabulary introduction about the family is given to students so that students are able to describe their respective families in English. Then the material is continued with related language features with grammar regarding possessive nouns and prepositions. In possessive nouns, introduced how to write

and pronounce possessive nouns. Whereas The material about prepositions introduces several prepositions that are often used in daily life.

The guidance activity ends by providing practice questions that useful for measuring students understanding of the material that has been delivered. Thus the supervisor can know whether there is a need for a re-explanation or not no. If students are able to do the practice questions well, then guidance activities are considered successful. 6th Meeting Learning activities at the sixth meeting include the ability to: Reading, vocabulary, listening, grammar. In the Reading activity, students are asked to listen to their supervisor read text. After that, students were asked to read the text individually. After In reading activities, students are asked to work on reading comprehension problems. Learning activities are continued by introducing vocabulary about colors which includes various colors, how to make sentences that use color in it,

both positive, negative, and interrogative sentences. The examples are provided are expected to help students understand the material being studied be delivered. In teaching listening, the supervisor asks students to listen. The supervisor reads some dialogues. At times, students are asked to answer the supervisor's questions orally. This learning activity is intended so that students get used to listening to conversations in the classroom. English and understand the meaning or content of the conversation they are listening to. Questions submitted orally are expected to train students to pronounce answers to the questions given so that students can speak fluently in English. After giving listening exercises, the activity continued with giving material grammar about the activity or activity being carried out. As previously Grammar learning is followed by exercises both orally and in writing. Oral exercises are intended to train students' fluency while practicing written is intended to

measure the level of student understanding.

Pictures are :



Picture 11. English guidance at class 5 (Meeting 6)



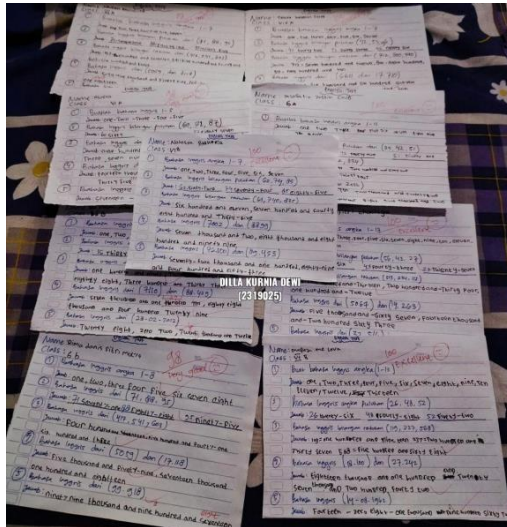
Picture 12. English guidance at class 4 (Meeting 6)

The 7th meeting : At the seventh meeting, the material at the seventh meeting consists of the following abilities: Listening, vocabulary, reading and writing. The guidance activity begins by providing exercises on numbers. Students do exercises on the numbers hundred to thousands in

English. Then students are asked to read aloud. Next student asked to try to count with English. The vocabulary material given is number and practice adjectives about opposites. And at the end of the activity, students are asked to do and answer the given English test questions. Practice questions are given to measure the level of understanding of students so that it is known whether there are students who do not understand the material delivered or not.



Picture 13. Exercise activity at class 6 (Meeting 7)



Picture 14. Result exercise class 6 (Meeting 7)

The 8th meeting out of school at writer's house : At the 8th meeting, The material is about numbers. Because, there are some students who still don't understand about the hundred and thousand. Here are pictures in this guidance :



Picture 15. English guidance (Meeting 8)

On the 8th meeting, The material is about numbers. The students who are to join this guidance from class 6. We are discuss about numbers hundred and thousand. Writer explain about the material and then the students can taking note and then complete exercise about number.

There are many benefits of English learning guidance such as : 1) Students who are join this guidance get knowledge about English. 2) Students can speak English well and correctly. 3) Students can get use learning independently appears in students even though in the end the program this tutoring guide. 4) Students are able to increase the value of their school lessons, especially the value of lessons English. Guidance aims to help students solve problems with learning difficulties at school. That way, teaching and learning activities will be more efficient so that they can develop their abilities more optimally.

On the 9th meeting, The material is about reading comprehension. The students who are to join this guidance from class 6. Reading comprehension is the ability to process text, understand the meaning of the text and not what the reader knows. The ability of individuals to understand texts is influenced by their skills and their ability to process information. In this guidance, the material is about true and false. Before complete exercise, the material must be explain by executor and then the students complete exercise with selection true or false for answered. Here pictures in this guidance :



Picture 16. English guidance at (Meeting 9)

In addition, after Implementation English learning guidance it can find benefits

for students who are join in this guidance. Benefits are get knowledge about English, not only about knowledge or improve skills, they can socialization with their friends, practice reading in English, talents and achieve students needs. Therefore, with English learning guidance implemented in order to improve their skill, talent, improve their intelligec, and achieve needs.

1.1 Table exercise (English)

1. Material : Numbers			
1. One	11. Eleven	21. Twenty -one	40. Forty
2. Two	12. Twelve	22. Twenty-two	50. Fifty
3. Three	13. Thirteen	23. Twenty-three	60. Sixty
4. Four	14. Fourteen	24. Twenty-four	70. Seventy
5. Five	15. Fifteen	25. Twenty-five	80. Eighty
6. Six	16. Sixteen	26. Twenty-six	90. Ninety
7. Seven	17. Seventeen	27. Twenty-seven	100. One-hundred
8. Eight	18. Eighteen	28. Twenty-eight	1000. One-thousand
9. Nine	19. Nineteen	29. Twenty-nine	1 juta: One million
10. Ten	20. Twenty	30. Thirty	1 miliar: One billion
			1 triliyun: One trillion

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Exercise : Write the numbers in English!

1. 26 _____

2. 37 _____

3. 49 _____

4. 105 _____

5. 275 _____

6. 396 _____

7. 1.510 _____

8. 2.368 _____

9. 10.000 _____

10. 25.912 _____

2. Material : Personal information

Fill the blanks, and introduce yourself in this class (6)!

Hi, my name is _____. I come from _____. I live in _____. I live with _____. I was born in _____ on _____. I am _____ years old. I study in _____. My dad's name is _____ and my mom's name is _____. I _____ sister and brother. My telephone number is _____. My hobby is _____. I like _____ colour. I like _____ fruit and I like _____ vegetable. My favorite food _____. My favorite drink _____

3 Material : Reading comprehension

A. Read the text below!

On Saturday, Tami gets up at 9 o'clock. Then she reads her novel in the bedroom. She has breakfast at 10.30 and then she telephones her mother in Ampang Kuranji. In the afternoon, at 2.00, Tami plays volleyball with her brother and after that, they eat lunch in a cafe. At 6.00, Tami swims for 30 min and then she goes by bike to her sister's house. They singing and dancing with K-POP music. Tami watches television in the evening and drinks a glass of milk. She goes to bed at 11.00.

B. TRUE or FALSE? Correct those are wrong!

1. Tami gets up at 9am on Saturdays. _____

2. Tami reads the notebook in the bedroom. _____
3. Her mother lives in Taman kuranji. _____
4. Tami plays volleyball with her sister. _____
5. Tami and her brother eat after playing volleyball. _____
6. Tami goes swimming at two o'clock. _____
7. Tami drives to her sister's house. _____
8. Tami and her sister listen to radio. _____
9. Tami drinks a glass of milk in the evening. _____
10. Tami goes to bed at 11.00pm. _____

C. Answer the questions below!

1. What time does Tami have breakfast on Saturday?
2. Who does she telephone in the morning?
3. Where does her mother live?
4. What time does she play volleyball with her brother?
5. How long does Tami swim for?
6. How does Tami go to her brother's house?
7. What does Tami drink in the evening?
8. What time does Tami go to bed?

3. The Students Needs

From the results of the data obtained, that the needs of students are about listening and speaking. Because other causes such as

limited time for study at school, lack of motivation in learning and this is often experienced in rural areas. Most students have difficulty in public speaking (hard to pronounce or speak in English). The reasons why students' needs have not been met are: because of the lack of student motivation in learning, students also don't want to take the time to improve their skills, because of environmental factors and the influence of habits in the village that lack enthusiasm in learning. Other factors from the teacher are: the teacher is less creative in teaching, so that learning is monotonous and less understood by students, then the teacher rarely gives practice because students are embarrassed to make presentations. This is associated with the need analysis.

Need analysis is about analysis the students needs in learning process. Usually this needs analysis discusses about the parameters needed to conduct a successful needs analysis, about whether the analysis is intended to guide the creation of a new curriculum or to re-evaluation existing perceptions of student

needs. Needs analysis is also been done informally over the years by teachers to assess what language points their students needs to learn. So, that's all the two points seem clear when thinking about needs analysis. Firstly, informal needs analysis is not a new items ; indeed, good teachers since the birth of the teaching profession have carried out some form of needs assessment. Secondly, needs analysis involves gathering information to find out how much students already know and what they still need to learn (Brown, J. D. 1995. P : 35).

Richards, J. R. (2001, P: 52) states that need analysis have the different purposes, namely:

- To find out what language skills the students' needs in order to perform a particular role in this class.
- To help determine if this class is adequately addresses the needs of potential students'.

- To determine which the students from a group are most in need of training in particular language skills.
- To identify a change of direction that students“ in a reference group feel is important.
- To identify a gap between what students are be able to do and what they needs.
- To collecting the information about a particular problem learners are experience.

In short, *Target needs* is the analysis of the target needs is in terms of necessities, wants, and lacks. Nation and Macalister (2010: 25) states about necessities fit into required knowledge, lacks relate to present knowledge, and wants fit into subjective needs. 1) The necessities are about determined by the demand of the target situation; that is, what the learner has to know in order to function effectively in the target situation (Hutchinson & Waters, 1990: 55). 2) Lacks is identify the students“ lacks, it is refers to what the level of knowledge of the learners already so that teachers can

decide to the necessities of the students' lacks. Hutchinson, Waters and Breen state that the gap between target proficiency and existing proficiency of the learners can be referred to the learners' lacks (Hutchinson and Waters 1990: 56). 3) Wants is Nation and Macalister (2010) states that the student's wants or subjective needs in terms of what do the learners wish to learn. Karl Jensen, Li Yu Zhen, and Jose Lima cases are the example of wants. Wants is what the students want to learn and it can not be neglected. In order to be motivated for their study, the materials should be suitable with the students' wants.

In fact, there is a good and suitable solution to make it easier for students and get the needs of students in listening and speaking, namely by means of teachers having to be smarter and more creative in learning in class so that the class is not monotonous. That is the teacher provides material and increases the practice/practice of students in class to practice their abilities in class.

D. CONCLUSION

English is an important need for people around the world because position of English as an international language. In this situation about understanding and learning English seems impossible know age. Start from children, young, old, and adults are starting to realize the importance of learning English in this modern era because English as an international language. In other words, from various ages, what is more important point is learning English for elementary school students because learning starts from an early age or from basic, especially in Indonesia. Not only formal education, but also learning guidance. One important thing that parents should consider is choose the best activities for their children for example English learning guidance.

The reason why English learning guidance is important for students. Because, most schools in Indonesia do not use English as their main language. Children are also study and focus on learning English at school for only a few hours a week is not enough to increase children's knowledge about English. That is why it is very important for parents to consider that

their children for join English learning guidance and achieve their needs.

In addition, this article is based on research, service and observatio at SD N 02 Koto Baru, located in Nagari Ampang Kuranji, Dharmasraya. The purpose of this observation is done with the aim of get conclusion about the object being observed and to describe the object in this research and community service. This activity for students class 1-6 SDN 02 Koto Baru. Learning guidance activity is a process of providing guidance from supervisor to students by developing a conducive learning and developing skills and study in order to achieve optimal learning according to their talents and abilities. The purpose of this guidance at SD N 02 Koto Baru is to help elementary school students to master English well and to increase students to learning English which is considered a subject.

There are contribution of English guidance is as follows: (1) Elementary school students in this area can have the ability to good of English, listening, reading, speaking and write. (2) Elementary school students in SD N 02 Koto Baru can improve school

grades, especially language grades English at school. This service program was held as 7 meetings for 1 month in school and 2 meetings out of school location writer's house. Each meeting discuss about English related to listening, speaking, reading, writing, vocabulary, and grammar.

There are the target and achieve English learning guidance by Dilla Kurnia Dewi, 2319025 as follows : (1) The target of the Community Service Program which entitled guidance for students class 1-6 SD N 02 Koto Baru, is able to provide guidance and experience learning English for elementary school students. (2) Achievement is about the expected outcomes of English guidance activities for elementary school students these are: students get knowledge about English, can speak English good and right.

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Tentang BPHN

INTRODUCING AND GIVING MOTIVATION TO YOUNG LEARNERS ABOUT HOW IMPORTANT TO LEARN ENGLISH AT SD IT SA'ADIAH

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Abstract

English is a second language to Indonesian people, because this language is a foreign language that entered to Indonesia. English is an international language, so that important to us to learn about English language. Motivation is an activity that can increase our desire to do a movement, energy, direction, and the aim or our reasons for what and why we do something (Gopalan et al. 2018). Based on the Decree of the Minister of Education and Culture No. 060/U/1993 dated February 25, about English language programs as a local elementary school subject, and can be started in grade 4 SD (Wijaya 2022). It shows that the development of English become a compulsory subject for elementary schools. English to elementary school is something new they are learn, because they are never study English before. The purpose of the research is researcher want to **Introducing and Giving Motivation to Young Learners about How the Important to Learn English at SDIT SA'ADIAH**. The researcher using a qualitative research. The researcher come to elementary school and explain the what is English language and how the important to learn English to make the students excited and motivated to learn English.

Keywords: *Motivation. Young Learner, English Language*

A. INTRODUCTION

In learning something, we must know what it is to make we interested to learn. We need to know the introduction and so that we can understand what we learn. English is a second language to indonesian people, because this language is aforeign language that entered to indonesia. English is a international languages, so that important to us to learn about english language. Learning and mastering english is now a necessity. For indonesian childrens learning english is a very difficult for them. Even become a painful thing for some circles.

According to projects of The British Council that by 2020 two billion people in the world will be studying English. Because Learning English it enables you to communicate easily with your fellow global citizens. According to a report by Education First, Internet language is the English. every day, million people use the internet and visited websites are displayed in the English language(Nishanthi 2018).

To do something we need some motivation to make us interested and excited to do that. Sometime

in learning we less enthusiastic when we don't understand what we learn, and feel bored when we didn't understand with the material and lesson. So that the reason why we need motivation. Motivation is not only about words but how can we raise the spirit using these word and make the aim we study come true.

Motivation is energy which come from inside or outside themselves to make we do something. According to Santrock Motivation is an activity that can increase our desire to do a movement, energy, direction, and the aim or our reasons for what and why we do something (Gopalan et al. 2018). Motivation is something that can push students to do something. Byrnas says that the idea of someone to do activity and control the action is called motivation. It is used to see whether the desire and enthusiasm for students learning at the classroom (Lestari 2019).

Based on the Decree of the Minister of Education and Culture No. 060/U/1993 dated February 25, about English language programs as a local elementary school subject, and can be started in grade 4 SD (Wijaya 2022). It shows that the

development of english become a compulsory subject for elementary schools. English subject which was originally only an elective subject become to a compulsory subject in elementary school. As we know that the previous curriculum did not include learning english in elementary schools. And now english is a compulsory subject in elementary schools.

English to young learners especially to elementary school it's something new they are learn, because they are never study english before. They are still don't know what is the english language, and how the importtan to learn english. And based of primaliry research the researcher get information from young learner, some students feel less enthusiastic in learning, some students don't understand when learn english language, some students feel difficulties to achieved the lesson.

Based on the problem above, the researcher want to *Introducing and Giving Motivation to Young Learners about How the Important to Learn English at SDIT SA'ADIAH.*

B. METHODOLOGY

The researcher using a qualitative research, type of this research is descriptive qualitative research. The object in this research is *Introducing and Giving Motivation to Young Learners about How the Important to Learn English at SDIT SA'ADIAH*. The informant of this research is fourth grade elementary school at SDIT SA'ADIAH. In this research, the researcher use interview some students to collect the data. The documentation researcher use is recording the information from the some students about english language.

The technique of data collection is interviewing some students . The steps of researcher to get information from the students:

1. The researcher come to school
2. The researcher interview somestudents about learning english language
3. The researcher record the information from the sudents

C. DISCUSSION

Language is tool using by people to cummunicated with other people. We can say that language is a tools humans to communicate. The

language used by humans it's different in every country.

The following definitions will make the meaning of language is:

- According to Block & Trager- "A language is a system of arbitrary vocal symbols by means of which a social group operates."
- According to Allen- "Language is a means of communicating thoughts."
- According to O. Jespersen- "Language is a set of human habits, the purpose of which is to give expression to thoughts and feelings."
- According to Webster- "Language is a audible, articulate human speech as produced by the action of the tongue and adjacent vocal organs."(Husain 2015).

According to all these definitions, language is tool used by humans with the action of the tongue, or the sound made by the mouth as a action, expression and feelings

English has become an international language use in global life. English is also the world's language in communicating and transferring knowledge in the world. This show that english is a necessity today

because English makes it easier to find friends in the international world. As Fromkin put it, “English has been called: The Lingua Franca of the world”. (Sophya 2014).

English as a foreign language means that English is only learned in formal and non formal institutions. And is not used as a daily language in country (Byslina maduwu 2016). According to Alfarisy states that the government has a slogan to prioritize Indonesian, preserve regional languages and master foreign languages (Alfarisy 2021). This shows that we as Indonesians can master foreign languages and preserve Indonesian. This also illustrates that learning English is important for Indonesian people.

Research in the field of language acquisition reveals that foreign language learning is assumed to be same to first language acquisition. The characteristics of the Comprehension-Based approach show the differences and similarities of this approach with other approaches in teaching English. In this approach, listening skills are prioritized, and are considered as basic skills for other language skills, namely speaking, reading, and writing (Charlotte and Nuh n.d.).

English has a global status both as an official language in various countries. Because, english has been seen as an international communication tool(Dewi 2013). So wherever we go we can use english as a means of communication and especially in tourist countries. In general, the language used is english.

According to Johnson "there are two general focuses of ethnografi study that particularly relevant to the field of second language acquisition and teaching. These are educationally communication"(Wijaya 2022).

Learning English is learning 4 language skills: reading, listening , speaking, and writing. In the learning process that is domiciled as a foreign language, each student must acquire an approach by emphasizing the habituation and ability (speaking, reading, writing and listening) to use the language they have studied. The purpose of a foreign language learning method is to practice, educate, and be cultured. In a foreign language learning, the practice of the language being studied is the most important thing that must be done by students. That is, the teacher not only provides knowledge about

pronunciation, arrangement or order of sentences, but also creates a language interaction, especially from foreign languages that have been obtained by students.

1. It aims to get a mental boost as well as sharpen the development of knowledge.
2. The method used uses several principles:
 - Spoken language is the basic principle used by teachers in the learning process.
 - Students are given an understanding of the material to be taught orally before reading or writing.
 - Prioritizing active learning
 - Emphasizing the practice carried out by studentsIn communicating, knowledge of the linguistic order is really needed, the linguistic order helps students to choose the form of speech in communicating, the meaning and function of the speech itself. linguistic order alone is not enough (Tomlinson, 2005).

The basic principle that is used as the principle of learning English which is domiciled as a foreign language is the application of English itself which is used in a social context, that is language is used in

interactions carried out in social life (Bylina maduwu 2016). So, if English language is priority, mastering English is the way to us to be a success in real life. For example: a student has a large vocabulary, may not be able to speak English well, a student who has memorized all tenses of grammar may not necessarily be able to write very well. And the people who know much about English expression may not be able to use it very good.

Because of that we must learn English, English as an international language, we should master English language to make it easier for us to communicate in this world. We must be able to speak English to express what we will communicate in global. We must be able to read the English text, we must understand what the meaning of people say using English language. If we can't speak English, at least we can understand what the people saying using English. Sometimes when we are good at interpreting English sentences we are not necessarily good at speaking English.

Of course, we study English for a specific purpose. Many people don't know what are the advantages to learning English and there are so many people learn

English because they know exactly what benefits they will get from learning the language.

There are many advantages of learning English, even many that are not yet known. The concept of thinking every people is different, mostly it is. In fact, the students are not interested to learn English. They think English is very difficult to study. And they are not sure what we learn English if we are from a non-English country, isn't our language not used as an English language in daily life?. Sometimes their mindsets make them not interested to learn English. They think the language they use now is enough for them to communicate. Even though they don't know that their mother tongue is still not enough to compete in the global.

There are several benefits or advantages of learning English in various fields:

- academic goals
in elementary school, English is now a compulsory subject. Not only in elementary school, junior high school, high school and even those who are not majoring in English are also required to learn English.
- career development

in find job for work, they are need people who can speak english, every work include english in the job application test. Lucky for people who are smart and proficient in english because it will make it easier for him to receive wherever he wants to work.

- golden opportunity to go abroad

for students studying abroad is a dream. And to be able to study abroad they must pass the tofel test. Because it is requirement to study abroad. Not only for students but anyone who wants to go on vocation abroad if they are proficient in english, they will not encounter any difficulties in any way.

- broaden the association.

If we can used english language ofcourse it is will have affect with friendship because not only have friends in the country but can has friends abroad.

- conquer the internet many sites are translated into Indonesian.

Yes, of course if we are good in english it will make it easier for us to use the internet, because mostly of in the internet websites used english language(Fitriana n.d.).

Abraham Oomen said: “The importance of English as a global language is unquestionable and

to become a competent user of this language is demand of the time.”

There are several reasons why english language very important to learn:

1. Language is an investment

The most beneficial investment is not gold but knowledge investment. By teaching english to other people means that we has invested our knowledge in that person. Another advantage is that we can continue our study abroad.

2. Language is a tool.

When we can mastering english we can easier communicate with other people, because language is a tool to communication. Moreover english is an international language. So wherever we go we can't find difficulties with the language.

3. Language is prestige.

Prestige here means to increase the value of the speaker in overview others. That's why so many parents now include their childrens for english lessons because they know the important of english today.

4. Language is a source of income.

Now many jobs use language to make money. For example: tourist guides, flight attendants, online translation services and others.

5. Language enhances career.

If we master English of course it will improve our career in work. Because many jobs now require someone who is proficient in English in their company. Some even make English the main requirement to become an employee at the company. So lucky to people who master English, so easier to their get some jobs they want. Especially those whose jobs are very promising.

6. Language as a job opportunity.

Many jobs now want their workers to be fluent in English. Events usually provide job opportunities for people who are mastering English. What's more now days many companies are in dire need of employees who are proficient in English and can easily get a job.

7. Language as a motivational tool for children. By teaching children foreign language skills from an early age, they can increase their confidence in the future. And what tells us about the how important to learn English along with the advantages or benefits

of english. Extrinsicly we has motivated them to be more enthusiastic in learning english.

8. Language is a means of adaptation and social interaction.

By using information and communication technology tools we can adapt and can expand our association to abroad, so to be able to get a friends with foreigners we need to master english so that we can communicate with friends abroad, we can also easily use a computer that use english.

9. Language is a tool of expression.

Language is a tool to express expression, so by using language we can reveal the expression we want to convey. We can convey through language. And we can also feel the expressions of other people who want to talk to us so that friendships are established and become closer to each other.

10. Language opens the door to a wider window of thought.

If a person can used english language he can boarden his horizons by getting to know customs. Foreign cultures and new knowledge in various regions and countries. And also able to improve our english to be better. (Juriana et al. 2017).

In learning english, there are four component of english, namely reading, writing, listening and speaking. These fou components of english can also be referred to as skills in english taht must be learned. One of the four skills they are interelated with each other such as reading realted to writing, listening related to speaking. How reading related to writing, because we will not beable to writefirst then read but we read first then write. And also listening and speaking. They are related we also listen firts before being able to speak up. Sometimes in the four skills, not everyone can master all of them. There are people who are proficient in reading but can't write well, there are aslo people who speak well but their listening is a bit less good, and vice versa. And it is four skills that we must mastery and learn well. So that we can realy mastering english language.

Writing is a gem to pick. A person with good writing skills is always victorious at expressing oneself. The writing skill is the „hard copy“ of your intellectual level or the level of your expression. The writing process is taught in schools and colleges.

Writing is a person's ability in how to make a good and correct sentence. Writing is agem to pick. What is

needed in writing skill is good grammar and a lot of vocabulary.

Speaking is the sound that is spoken or issued in the form of good and correct words and sentences. When you have words read, ideas written and thoughts heard, all you need is to express- your speaking skill. What you speak will determine the expressiveness in you. (Juriana et al. 2017).

Listening is one of the very important skill a person to be owed. This skill must be getting first before other language skills are developed. Without having substantial skill of listening it might be hard for the person to engage in communication with others. Listening is an active process done by the listener in order to obtain message from spoken language as intended by the speaker. Listening is an active activity that is done consciously to get the message or information from what the people saying.

According to Anthony, Pearson, and Raphael reading is the process of understanding and meaning of written writing to get information through the dynamic interaction among the reader's existing knowledge. This can be seen from how much knowledge the reader has

in order to understand what the meaning of the writing he reads. (Setiyadi, Sukirlan, and Mahpul 2018).

Mastery of English is one of the basic capital for can compete in the face of global era, especially the ASEAN community. As ASEAN identity, English need to be taught to generations of students nation from elementary level education up to higher education. In the era increasingly globalized world develop forward and open up opportunities to broaden the scope between country. Only people who have foreign language skills that can take this golden opportunity. Language Foreigners have an important role especially in career. The world of work will give high appreciation to people who have English skills the good one. To be able to join in multinational company / foreign language English is the main requirement(Handayani 2016).

Aristotle and Plato have said that motivation is related with physical, emotional and logical. Brophy defined motivation as a theoretical concept that is used to explain the beginning, direction, force and insistence of goal oriented behaviour. Motivation is an activity that can increase our desire to do a movement, energy, direction, and the aim or our reasons for what and why we do something.(Gopalan et al. 2018).

There are two major types of motivation namely intrinsic and extrinsic. Intrinsic motivation is the self desire to do or achieve something because that you really want to get. Extrinsic motivation is the desire to do or achieve something arising from the words or action other people. The difference between intrinsic and extrinsic is intrinsic from yourself whereas extrinsic is other people's involvement. If a student believes with their own, for whatever reason, that he or she has not limited capacity for learning will be succeed. That student will not be as academically motivated if they are not found what they need so that he needed is extrinsic motivation from anyone.

How the students understand the concept "knowledge" or "learning" can also impact how motivated they are. If a student don't understand and feel difficulties to receive the lesson, it make the students is less enthusiastic to learn. Than one who defines knowledge as a quantity that can change and grow. So students need to identify what the reason make them not interes in learning. So that they can solve they problems(Lestari 2019).

There are several theories on motivation explaining similar aspects of motivation, following:

- Maslow's need hierarchy theory: this theory explains that the next level of need arises when the previous need is fulfilled. And there are five levels of needs that follow the hierarchy. Namely physiological needs, safety and security needs, social needs, self esteem and self actualization needs. Except for unpredictable human attitudes and behaviour sometimes needs do not follow a hierarchy.
- Herzberg's two-factor theory: The theory is as two factor theory motivation factors and hygiene factors. The theory states that certain factors if available can satisfy employees but if they are not present they do not cause dissatisfaction. There are certain factors in the organizational environment that can and will motivate employees.
- McGregor's theory „x“ and theory „y“: the theory states that people involve certain assumption about human nature and that motivated them. Theories x and y of assumptions about the nature people. To motivate and achieve results each series of nature must adopt a different way.

- Vroom's valence x expectancy theory: This theory states that the expected outcome of the action depends on the behaviour of an employee.
- Goal-setting theory: The theory says that the important factor of motivation is based on the principle of clarity purpose.
- ERG theory of motivation: The theory proposed by Clayton is an modified version of Maslow's theory of hierarchy of need. This theory says needs are divided in to three categories Existence, relatedness and growth.
- McClelland's theory of needs: The theory stresses that there are three needs that influence human behaviour namely Power, Achievement and Affiliation.
- Reinforcement theory of motivation: The theory founded by B F. Skinner and his associates proposed the consequences apply to individual behaviour. This is determined by the law of effect.
- Equity theory of motivation:
The theory is based on the principle of equality. this states that the perception of equity by the organization is directly related to motivation. If we can not equalize it then it can not be called

providing motivation in the organization.
(DR.CHANDRAKANTVARMA 2019).

According to the PMBOK definition, motivation is "supporting people to achieve high levels of performance to change and overcome obstacles.

Concepts motivation

- Intrinsic and extrinsic motivation

Intrinsic motivation is a strong desire that arises within yourself to get and achieve what you want without the intervention of others but grows from within yourself. Intrinsic motivation refers to motivation that is pushed by an interest or pleasure in the task itself, and exists within yourself without help from others. Extrinsic motivation comes from outside of the individual. Extrinsic motivation can be in the form of money, prizes, medals, trophies and can also come from the words of others who encourage us to do something. Extrinsic motivation aims to encourage someone to be interested in doing something, and get excited again to get what he wanted. Extrinsic motivation involves other people to be able to motivate us to do something. It can be

said that this extrinsic motivation needs time to awaken it. Different from intrinsic motivation which is directly from his own heart. And i think giving gift or prize to students to make them do something thats have a impact to students, that is make them always want a reward for doing something. And the reason they do something only for a reward, and it makes the imtrinsic factor of students be reduced. But if someone use words motivation to increase students motivation, maybe factor instrinsic will not decrease. Its an say that words motivation better than giving gifts to students to be more enthusiastic in learning.

- Self control

Self control in increasing motivation is very important because as a part of emotional intelligence. Someone who has high emotional intelligence as measured by various intelligence tests but is not motivated to use that intelligence for certain tasks. That's why it's important for use to control ourselves in order to be able to utilize, use our emotional intelligence to the fullest(Tohidi and Jabbari 2012).

Based on the theory above, the researcher do something to make the students interested in learning english. The researcher come to elementary school and explain the what is english language and how the important to learn english to make the students excited and motivated to learn english. The type of motivation researcher give is *Extrinsic motivation*. The researcher give the basic introduction from english language to students and tell us about advantages learn english.

D. CONCLUSION

English is a second language to indonesian people, because this language is aforeign language that entered to indonesia. English is a international languages, so that important to us to learn about that. English has become an international language use in global life. English is also the word"s language in communicating and transferring knowledge in the world. This show that english is a necessity today because english makes it easier to find friends in the international world. As Fromkin put it, "English has been called: The Lingua Franca of the works". (Sophya 2014)

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medals, trophies and can also come from the words of others who encourage us to do something. Extrinsic motivation aims to encourage someone to be interested to do something, and get excited again to get what he wanted. Extrinsic motivation involves other people to be able to motivate us to do something. It can be said that this extrinsic motivation needs time to awaken it. Different from intrinsic motivation which is directly from his own heart. And I think giving gift or prize to students to make them do something that has an impact on students, that is make them always want a reward for doing something. And the reason they do something only for a reward, and it makes the intrinsic factor of students be reduced. But if someone use words motivation to increase students motivation, maybe factor intrinsic will not decrease. It's an say that words motivation better than giving gifts to students to be more enthusiastic in learning.

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intelligence as measured by various intelligence tests but is not motivated to use that intelligence for certain tasks. That's why it's important for use to control ourselves in order to be able to utilize, use our emotional intelligence to the fullest (Tohidi and Jabbari 2012).

Overall, to young learners especially to elementary school need to know and understand what is English language, for what they are learning English, the purpose of the learning English language and the importance to learning English language so that they are interested and enthusiastic when learning English.

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**SOCIALIZATION OF THE USE OF CHILDREN SONG IN
LEARNING NUMBERS IN ENGLISH FOR FIRST GRADE
OF SD IT INSAN KAMIL BUKITTINGGI**



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**STRATEGIES TO INCREASE STUDENTS' INTEREST IN
LEARNING ENGLISH FOR THE FIRST TIME IN SD N 16
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**INTRODUCING ENGLISH PRONUNCIATION
THROUGH KID SONG TO ELEMENTARY STUDENTS
IN JORONG KAMBING VII, NAGARI GADUT**



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**SUPPORTING CHILDREN LEARNING ENGLISH AS
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INCREASING ENGLISH PRONUNCIATION BY USING AUDIO VISUAL MEDIA OF ELEMENTARY SCHOOL STUDENTS IN BATUKAMBING, AMPEK NAGARI



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**USING FUN ACTIVITIES TO INCREASE STUDENTS'
VOCABULARY IN ENGLISH SUBJECT AT SD
MUHAMMADIYAH, KOTO MALINTANG**



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Kejar Target – Semoga Sukses

**INCREASING INTEREST IN LEARNING ENGLISH 2ND
GRADE OF ELEMENTARY SCHOOL STUDENT
THROUGH PICTURE MEDIA AT SD N 09 SUMPUR,
SOUTH BATIPUH**



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Motto : Cara membalas dendam yang baik adalah memperbaiki diri sendiri

**INTRODUCING ENGLISH LANGUAGE TO
KINDERGARTEN STUDENT USING ENGLISH VIDEO
AT KINDERGARTEN TRI BINA SUNGAI RIMBANG**



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ENGLISH TRAINING FOR KIDS AT BATANG LINGKIN NAGARI AIA GADANG



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**DEVELOPING ELEMENTARY SCHOOL STUDENTS'
VOCABULARY THROUGH FLASHCARD IN KOTO
KATIAK, SUNGAI PUA**



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**INTRODUCING ENGLISH VOCABULARY WITH
AUDIOVISUAL TO ELEMENTARY SCHOOL
STUDENTS IN RUMBAI PESISIR**



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**THE IMPLEMENTATION OF ENGLISH LEARNING
GUIDANCE PROGRAM TO ACHIEVE STUDENTS
NEEDS AT SD N O2 KOTO BARU**



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myself and provide benefit for other
people in real life

**INTRODUCING AND GIVING MOTIVATION TO
YOUNG LEARNERS ABOUT HOW IMPORTANT TO
LEARN ENGLISH AT SD IT SA'ADIAH**



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Motto : Believe in your destiny

Solving Young Learners' Problem in Learning English

This book is the compilation of articles as the result of Community Service Activity (KKN) that is written by English Education Department students, Faculty of Tarbiyah and Teacher Training, Islamic State University of Sjech M. Djamil Djambek, Bukittinggi.

As an international language, it's better to introduce English to young learner such as elementary school students and pre school students. In the learning process, obviously students will face some problems related to English skills and components. This book examines the problems faced by young learner in learning English and the solution to solve those problems through attractive methods, techniques, and media.



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