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ABSTRAK

Teaching preschool ESL requires special handling that is different from teaching to general level. Also, it requires the ability to dive into the world of children and their ability to enter a world that is still very imaginary. Therefore, there should be a special program on how to teach preschool English as a second language. This activity aims to provide knowledge for teachers to teach English in early childhood. For example, the use and benefits of such songs can enable the child to understand the meaning of the word. Through song, the child is introduced to the suprasegmental phonetics that will help your child through the stages of understanding into a perfect verbal output.

Key words: teaching English, second language, preschool

1. Introduction

English is the language of the world and a key player in today's era of globalization. Because of the more rapid development of technology and information, requires readiness of all parties to be able to communicate well and effectively. Mastery of another language is a must for us if you want to communicate and get information. Mastering another language will be an advantage to us, including English is the common language used as the language in various fields of science, technology, economy, culture, and others. In addition, it is capable of making communication more widely and encourages career advancement.

Lemmenberg argued, adults with an average intelligence were able to learn a second language sometime after the age of 20 years. There are even capable of learning a foreign language to communicate at the age of 40 years. Clearly, in first language acquisition there is the technical term critical period, otherwise the acquisition of a second language (foreign language) contained the term sensitive period. Based on Patkowski's research, sensitive period within mastery of foreign language syntax is until the age of 15 years. Children who get exposed to a foreign language before the age of 15 years are able to master foreign language syntax as native speakers. Contrariwise, in adults are almost impossible to accept a foreign language can be mastered. More details presented by other researchers, such as Fathman's study of 2000 children aged 6-15 years who learn English as a second language in schools in the U.S., showed that younger children (aged 6-10 years) were more successful in the acquisition of phonology (sound system) English. Meanwhile, the older children (11-15 years) are more successful in mastering the morphology (the smallest unit of language forms) and syntax (the arrangement of words and sentences).

Noruan Geshwind argues that the division of the brain (the critical period) was over long before puberty. Moreover, Stephen Krashen argues that the division process ends when the child was five years old. Thus, it is clear that the critical period hypothesis cannot be used as criteria for the success of teaching a second language or a foreign language. The success of someone learning a foreign language, according to Gardner and Lambert, does not depend on innate intellectual ability or language proficiency, but is determined by the motive or the need to communicate with their environment.

The method of learning English can be conducted either at home or at school. Parents or teachers can name the object by using the English language. Also, it can play the video or simulation games for kids with the guidance of parents or teachers. In carrying out the method, of course, must be accompanied by an attitude that is in accordance with the age and habits of the children themselves. Appropriate attitude will determine the level of effectiveness of learning English process in early childhood.

The enjoyable pleasant atmosphere is absolutely necessary that children love to learn. According to the results of research on how the brain works, part of the memory controller in the brain would be very easy to receive and record information that is entered if it is in a pleasant atmosphere. Joyful learning is far more important than demanding children want to learn to become a champion or reaching certain achievements. In short, children who have obtained the achievement voluntarily will not last long. Children who may feel that learning is something fun to have a great curiosity, and greatly influence the success of learning in the future. Thus, this study aims to describe how to further learning English in the early childhood (preschool).

2. Theoretical Framework

Based on the pedagogical theory, discovered some important things that become the basis for the teaching of English as a second language. Some things that must be observed are the opinion of some experts expressed about age and second language teaching. (1) The critical period hypothesis states that children learn a second language better than adults (Cameron, 2001). The implication of this statement suggests that adults will learn the language in a different way after that period. However, others argue that children are introduced to a second language at an early age the opportunity to become a master of the language will be higher. Instead, Shipton (2006) states that this does not necessarily indicate that the earlier study have the better as a result. According to Shipton, a very effective way to learn a foreign language is between the ages of 6 to 13 years and insists that this does not mean the language unable to be learned after that age. Kaswanti in Kosasih (1998) stated the same thing that the age 6-12 years is a golden period or the most ideal for learning a language other than the mother because at that age a child's brain is still plastic and pliable so that the absorption of language processing is more seamless. However, that does not mean adults are not able to master a second language.

Further research conducted by Fathman on 200 children aged 6-15 years who learn English as a second language in schools in the U.S. The results showed that children aged 6-10 years are more successful in mastering phonology (sound system), children aged 11-15 years are more successful in the control of morphology and syntax. Scovel in Ketasih (1998) declares that the ability to master a foreign language accounts ended about 10 years of age, while the control of morphology and syntax are not limited to any age. Opinion against the critical period stated that if the goal is mastery of learning a second language like native speakers learning it would be better if it started earlier and if the goal is the ability to communicate in a foreign language learning early then no clear benefit. On the other hand, Soenjono (1998) explains that language teaching for children to experience failure. This is caused by the error in the philosophical sense of the language teachers who teachers teach. Ellis (2003) states that the problem of teaching foreign languages?7o children occur because of a lack of understanding developmental differences between children and adolescents and the ability to arrange the appropriate class to address these issues. Understanding these differences can help develop the necessary flexibility possessed by the teacher.

3. Research Methodology

Research method used in this research is descriptive qualitative method. This method is more emphasis on in-depth understanding of a problem than viewing problems for generalization research. This study method uses in-depth analysis techniques, which examines issues case by case since qualitative methodology convinced that the nature of the problem will vary with the nature of other problems. The purpose of this methodology is the acquisition of in-depth understanding of a problem.
4. Discussion and Analysis

Teaching preschool is different from teaching adults. Teachers should be able to see the level of maturity and readiness of students to receive lessons, and they should be able to process and adjust the ingredients to suit students. According to Dale and Bbaman (1971), teaching preschool must observe certain requirements. For example, when teachers teach vocabulary, one important thing to note is the selection of vocabulary. The selection of this vocabulary must be based on consideration of: 1) the nature is simply that emphasis communicative vocabulary and not on the language or sentence structure complicated. Vocabulary must be directly related to either the world around him or often referred to involve aspects of the association. Teaching related to abstract concepts and the complex will eliminate the interest. Naturally the child has the ability to absorb language automatically so giving continuous feedback and practical language will make them happy to learn the language and unencumbered. Based on the results of experiments, there are found various measures as a form of solution to the teaching of the English language to preschool children. Some ways are adopted from observations to create an atmosphere of teaching and learning English (foreign language) is convenient:

1. Creating a comfortable atmosphere
   The creation of a comfortable atmosphere should be created so that the students like the lesson we are teaching.

2. Make a habit of using the phrase / expression / sentence command in English
   When we used to use a simple sentence such as a command to our students, we teach the students to get used to hear and pronounce simple English sentences.

3. Using songs and games media
   Teaching English can be done with songs and games. Internet media can also be used to be a bank of songs or games for teachers.

4. Learning outside the classroom
   Teaching and learning activities in the classroom are not just glued. Learning can also be done outside the classroom.

5. Take advantage on electronic media and image
   Teachers can use computers, radio, tape, DVD player, phone, pictures and so on to support the teaching and learning English.

James Asher also introduces methods to teach English in early childhood with more priority to activities directly related to physical activity and movement. In the TPR method, Asher said that the more frequent or more intense of memory a person is, the stronger is the association-related memory and the easier to recall. This recalling activity is done verbally regarding motor activity.

Asher is also concluded that the role of emotional factors is very effective in preschool; that means learning to engage with mobile games that can be combined with singing or storytelling will be able to reduce the pressure to learn the language for a person. He believes that the joy in children (positive mood) will give good impact for children to learn the language. Examples of these methods:

1. When introducing the word stand up all children participating stood by listening stand up and say a word (speak) stand up. English activities with the introduction of this method is expected to take place continuously and gradually, especially with learning the interesting ways that can maximize the child's ability to learn a second language.

2. English is a foreign language in Indonesia, so that the learning process requires a proper and effective approach. The success of English language learning in early childhood is strongly influenced by the ability of a teacher in presenting the learning process interesting and fun for children. In line with the presence of a child who enjoys singing and move the motion and the song is one approach that is appropriate to be used as a means of presenting the process of learning English in early childhood. Presenting the learning process interesting and fun for children to not leave the rules speak English well and correctly.

1. Teaching English by using games:
   In English language learning (ELL), there are so many methods and techniques that can be used, including through:
   a. Story Telling
   b. Role Play
   c. Arts and Crafts
   d. Games
   e. Show and Tell
   f. Music and Movement

   Teaching English by using games is learning English by using games (games as a medium). The advantage of using games in learning:
   1. By using games in learning, then there will be uniformity of interpretation of the subject teachers of subjects that will be delivered to students.
   2. The learning process becomes more attractive
   Games consisting of visual elements (can be seen), audio (can be heard) and motion (to interact). So this mediasgame can arouse students' curiosity, stimulate their reaction to the teacher's explanations, even the study allows students to touch the object lesson help them understand something abstract and so on.
   3. Student learning becomes more interactive
   There is an element of AI (Artificial Intelligence) in games, there will be a two-way communication in which the questions appear randomly on the computer screen and the students answer these questions. With increasing computer programming in AI, the game can be made more complex or tailored to the ability level of the students themselves. An example is the simulation game.

4. Total learning time can be reduced with the aid of gaming media, the teachers do not have to spend a lot of time to explain the material. With the gaming media, students can train themselves by interacting with the media about a matter which games they want to learn.

5. The quality of student learning can be improved.
   Besides being more efficient in the teaching-learning process as described above, the media game can help students absorb the subject matter in greater depth and intact. This is due to the media game more interesting because there are elements of audio-visual and interactive but also makes the students can interact with the game program on a subject. An example is a Quiz game.

6. The process of learning can happen anywhere and anytime
   The rapid technological development means to allow current students to have a laptop at a cheap price. This device has the advantage can be taken anywhere and can be used anytime. The media game is usually in the form of interactive CD that can be repeated at any time. So the media game as a learning medium can be used anytime and anywhere.

7. A positive attitude of students towards learning materials and the learning process itself can be improved. With the media, the learning process becomes more attractive. This could increase the love and appreciation of students toward science and the process of searching knowledge itself.

8. The teacher's role may change to a more positive and productive.
   Firstly, the teachers no longer need to repeat—they re-explanation when the media used in the study. Secondly, by reducing verbal descriptions, teachers can give more attention to those aspects of learning. Thirdly, the role of the teacher is no longer just a "teacher", but also consultants, advisors, or managers of learning.

2. Teaching English by using stories
   Learning English can be done in various ways, one of the ways is to read the short story in English. By reading English short stories, which are still easy to understand will greatly assist us in understanding the story of the English language.

   Implementation steps to learn English with storytelling is as follows:
   1. Prepare the media, if necessary props and a teacher must first memorize his story.
   2. Create an atmosphere that is fun, comfortable and makes children curious about the stories we read.

   Ellis (2003) states that the problem of teaching foreign languages occurs because of a lack of understanding developmental differences between children, adolescents and the ability to arrange the appropriate class to address these issues. Understanding these
differences can help develop the necessary flexibility possessed by the teacher. Characteristics of the child who prefers the thing modeled (Heathfield, 2006) inspired the need to bring the effects of visualization in the classroom. It is expected that this activity or method is able to provide a kind of a very pleasant atmosphere for children who eventually will add to the spirit of their learning.

Moreover, Ellis and Jean (2002) state that the child looks at trends in the songs, rhymes, and play then it can be used as a means or vehicle for learning English. The advantages of using a song for children is a) allow regularly incorporated elements of language, b) introducing the language in a way that is new and exciting with rich context and imaginary; c) help improve pronunciation; d) develops an integrated capability; e) increasing the concentration, f) to make children learn culture, and g) developing children's ability to recognize social identity. Meanwhile, for teachers, the song is a) a flexible source of teaching material, b) can be used at various ages, and c) can be integrated with other teaching materials. Relation to the tendency of children to the game, Ellis and Jean (2002) state that the game is not only motivating and fun, but also a great exercise to improve pronunciation, vocabulary, grammar, and four other skills. For young children, the game connects home and school who eventually gave it safe and confident. Some important things to determine is the type of game, whether the game: a) spur fluency or accuracy; b) stimulate cooperation or competition; c) has the purpose of education; d) in accordance with the level of beginner or advanced; e) focus on pronunciation, vocabulary, grammar, and language functions; and f) have material information, sources, and class organization it needs.

5. Conclusion

The key principles of learning that should be remembered; specifically lie in the pedagogical and linguistic ability of teachers to be able to manage the class well by taking into account the characteristics of children’s learning. From some of the things that have been described, there are several things that can be inferred, namely 1) needs a thorough understanding of the maturity age of the child to learn a second language; 2) needs to be an understanding that the pattern of teaching for children is not the same as the pattern of teaching to adults so keep in mind how and material resources used; 3) to be able to motivate children to learn—the teacher must know the characteristics of children’s learning which is definitely different from adults; and 4) needs creativity in the development of the material and creating a fun learning activities for children. Meanwhile, particularly to educators, need to equip themselves with pedagogical and linguistic abilities are adequate in teaching English to children. Asking children continuously learn in a way that is incompatible with the type of child will learn how to make the child unable to optimally absorb the lesson content, so that the child does not develop to the maximum. In addition provide a lag time when children learn—basically the child has the instinct to learn everything around him. Children will be very enthusiastic and eager to learn if the content/material being studied by children in accordance with their development. Despite children would become easily bored if the study is too easy for him and vice versa—child will become stressed and discouraged if it is too difficult to learn. In this case the role of parents and teachers is essential to determine the appropriate way of learning for children.

References


