



Facing Students / I Pk-AUD In English Learning For Early Children

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Abstract. *Having English language skills is something that many people are very grateful for. including pre-school students who consider themselves to be learning English skills. Many students experience difficulties because their graduate backgrounds are not only from high school, but some are from vocational school. The researcher observed and saw what difficulties pre-school students had in learning English for early childhood. The aim of this research is so that students can develop good strategies in learning English for early childhood.*

Keywords: *teaching, early childhood, English.*

Abstrak. Memiliki kemampuan bahasa inggris ialah hal yang sangat disyukuri banyak orang. Termasuk mahasiswa pk-paud yang mengasa dirinya untuk mempelajari kemampuan bahasa inggris. banyak sekali mahasiswa yang mengalami kesulitan karena latar belakang lulusan yang tidak hanya dari Sma, namun ada yang dari Smk. peneliti mengamati dan melihat apa-apa saja yang menjadi kesulliitan mahasiswa pk-paud dalam belajar bahasa inggris untuk anak usia dini. Tujuan dari penelitian ini ialah agar mahasiswa dapat menyusun strategi yang baik dalam belajar bahasa inggris untuk anak usia dini.

Kata kunci: mengajar, anak usia dini, Bahasa inggris.

LATAR BELAKANG

Language is used to produce meaningful communication for humans. English is a foreign language that is widely used in various countries in the world. English is a unifying language which has a very important role in the communication of individuals who come from different countries with different languages.¹

Of course, in applying English or using English when teaching, teachers and students certainly face difficulties and anxiety. Anxiety is often interpreted or seen as something related to self-focus, for example, there is a feeling of nervousness that occurs and appears when students convey or teach Early Childhood.

¹ Nurjati Syek, "Kesulitan-Kesulitan Yang Dihadapi Mahasiswa PIAUD Dalam Pembelajaran Bahasa Inggris Nina Puspitaloka Dan Yuna Tresna Wahyuna," *Jurnal Pendidikan Anak* 4, no. 2 (2018): 1–12; Megawati dan Mandarani, "Kesulitan-Kesulitan Yang Dihadapi Mahasiswa PIAUD Dalam Pembelajaran Bahasa Inggris," *AWLADY: Jurnal Pendidikan Anak* 4, no. 2 (2018): 2–8.

Anxiety is vague and pervasive worry, associated with feelings of uncertainty and helplessness. This emotional state has no specific object.

English learners have difficulty understanding the English pronunciation found in listening material.

Apart from the anxiety faced by students, students also face difficulties in conveying and using English when teaching early childhood, one of which is difficulty in speaking English. We can see and understand the difficulties and anxieties faced by PK-AUD students, one of which is delivering material using English.

The anxiety faced by students in conveying English language learning to children is feeling nervous, nervous and not confident when appearing to teach children using English. Of course, there are several things that make students find it difficult to convey learning using English.²

Of course, students need to pay more attention to the anxiety and difficulties faced by students in speaking English so that they are more confident in delivering learning using English and have more readiness in speaking English.

In learning English, it is also necessary to know that speaking skills are also one of the difficulties faced by students with their lack of vocabulary, not only that, the use of pronouns in English is also something that students have not yet mastered. The most difficult thing to overcome is the very limited knowledge of students in (Grammar).³

There are 4 basic skills in learning English, the first is reading, a person's ability to interact with writing or text. Then there is the ability to write, namely the ability to express the contents of one's thoughts into text or writing. Next, the ability to listen is being able to capture whatever words have been conveyed. The last one is speaking ability, namely the ability to pronounce data or have a conversation in English.

METODE PENELITIAN

This research uses a qualitative method by utilizing books or other sources that are analyzed and phrased with the same meaning. Researchers also observed the 12 groups that advanced and displayed their group work. In this way, researchers can assess the weaknesses

² Era Wahyu Ningsih, "KECEMASAN DALAM BERBICARA BAHASA INGGRIS MAHASISWA SEMESTER KEEMPAT AKADEMI BAHASA ASING BALIKPAPAN," *SNITT- Politeknik Negeri Balikpapan*, 2017, 1–11.

³ Megawati dan Mandarani, "Kesulitan-Kesulitan Yang Dihadapi Mahasiswa PIAUD Dalam Pembelajaran Bahasa Inggris."

of PK-Paud students in learning English for early childhood. The data that has been collected is then analyzed and compiled into a written work.

HASIL DAN PEMBAHASAN

According to the researcher's observations of the practice of presenting English language learning in class. Group one consisting of Rosian Uli and Elisabeth Sibagariang, on September 18 2023. This group presented a fruit theme. With a sub theme, namely bananas. During the performance, the group tried their best in preparing materials and media, the group was quite good at making presentations because they were the first group to advance, and this group also prepared prizes for each child who completed the assignment. Disadvantages in delivering material include less free movement or body posture when teaching. This can be seen when learning when they do not interact or ask questions to their students. Then there are several language choices that are not appropriate to the children's vocabulary at their age level. Then group one did not provide instructions in the process of carrying out assignments, and was not able to organize and manage the class.

Group two, consisting of Yohana Purba and Helena Munthe, made a presentation on September 25 with the theme, namely oneself, with a sub-theme of body parts. The advantage of this group is that they have tried their best to prepare the media they use, namely hand puppets. This group also repeats learning before entering the theme, and prepares prizes for loyal children who are able to carry out assignments. Weaknesses in delivering the material were that it was not able to make the class enthusiastic about learning, and group 2's body movements were less free when teaching, this showed that they had not mastered the stage (lack of confidence), but another thing was also seen that they had less interaction with the children. Likewise, the words they use are still more dominant in Indonesian. They also haven't mastered the material they chose. This can be seen when they show body parts, there are names or body parts that don't match.

In the researcher's observations, group 3, whose members were Ramini Panggabean and Tetty Silitongan, presented a fruit theme on October 2 2023. The advantage of this group was that they really mastered the material they presented. There is learning media that is relevant to the theme raised, as well as good cooperation so that the class can be managed well. Body movements are also free, thereby arousing children's interest in learning, whereas what is lacking in group 3 is that there is no student development achievement. They mostly use Indonesian.

In the researcher's observations of group 4, presented by Grace Sihaloho, Stefani Pakpahan, Dina Sitanggang on October 9 2023, with the theme of family. The advantages of this group are that it has a good opening and closing during learning activities, there is good teamwork to manage the class, this group also really prepares the material they discuss. Likewise, there are clear instructions for the process of completing assignments. Their body movements are very free. To reach students. The weakness of this group is that there are errors in using the word bathroom in English. Teachers who teach still predominantly use Indonesian. Management of assignments given by the group does not use English.

The researcher's observations on group 5, namely the theme of my favorite color, which was presented by Tri Putri Sinaga, Rogate Tobing, and Rodeami Hutagalung, on October 16 2023. The advantage of this group was that the initial activity started with singing and prayer, and they also greeted the children. They also prepare children's media and assignments well. And there is good teamwork. The weakness of this group is that they have not mastered the stage 100%, this can be seen from their nervous behavior. Their voices are also very small when giving instructions to children. The language used by the group is still mostly Indonesian. Their body movements are very stiff to interact with children, the writing and media displayed are quite small. There is an error in pronouncing the names of purple and orange.

The researcher's observations on group 6 were presented by Ester Viona Sihotang, Inneh Nainggolan, Lisma Manik with the theme my name. The advantages of this group are that there is a good opening and closing during learning activities, there is good teamwork. There are clear instructions in the process of carrying out assignments. Free body movements. The disadvantages of this group are that the learning media is too small and there are still pronouns that are not pronounced correctly.

Researcher's observations to group 7 presented by Desmawati Gulo, Sharlin Harefa, and Hutmaida Panjaitan on November 1 2023, with the theme of my dream. The advantage of this group is that they convey the material they present well, there is good cooperation between the team. There are clear instructions during assignments. The downside to this group is that the opening and closing prayers take quite a long time. There are still some pronunciations in English that are not appropriate.

The researcher's observations on group 8 were presented by Siska Simanungkalit and Ester Silitonga with the theme of types of animals on November 13 2023. The strength of this group is that there is good cooperation within the team, they prepare good material, there are assignment assignment instructions, free body movements. The weakness of this group is that

the English used by the group is too advanced or difficult to understand for young children. Haven't mastered the lyrics when performing the opening song.

Researcher's observations of group 9 on behalf of Fien Veraija and Debora Sinaga, on November 20 2023. The advantages of this group are that there is good cooperation between the teams and there is a good opening for learning. The weaknesses of this group are that they have not been able to master the material, the media used is very limited, the use of English is still 20% of the pronouns used which are still not quite correct.

The researcher's observations on group 10 in the names of Katrin Silitonga and Yesika Sagala with the theme brought by the objects in the class, on November 27 2023. The advantages of this group are opening and closing the class well, good teamwork, clear instructions in carrying out assignments. . The weakness of this group is that they have not yet mastered the material.

Researcher's observations of group 11 presented by Desti Harefa and Djuanda Silitongan with the theme of letters on November 27 2023. This group has the advantage of having a good opening and closing, good teamwork and good interaction in carrying out the task. The weakness of this group is that they have not mastered the material, the media used is too small.

The researcher's observations of group 12 were delivered by Eltri Pakpahan, Yuni Zalukhu, on December 4 2023. The weakness of this group was that the prayers they presented had not been mastered and they were also not able to manage the class.

KESIMPULAN DAN SARAN

Throughout the researcher's observations of 12 advanced groups showing the practice of teaching English to young children, the most difficulties faced by students were inaccurate pronunciation of English words, lack of mastery of pronouns, as well as class management that had not been mastered, material that had not been mastered, and appearance. and body gestures that are still stiff. This makes us aware that it is very important to prepare all the necessities before teaching early childhood. Even though it seems like a trivial matter, preparing media and clear delivery in assignments or giving prizes to children who can complete the assignment will better attract the child's talents. For this reason, students need to explore their English skills more so that the same mistakes do not occur, such as mispronouncing English words.

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