

## Developing a Set of Song and Game-Based English Learning Tasks for Kindergarten Students

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**Abstract:** The aim of this research is to develop a set of song and game-based English learning tasks for kindergarten. The learning materials and the activities were developed based on the result of the need survey. The materials were based on song lyrics and the game's rules. This research was classified into Research and Development. The subjects were the children of class B of TK Dharma Bakti II Yogyakarta. The procedure in this research was as follow: collecting data and information through a need analysis, planning, writing the course grid, developing the materials, evaluating the first draft, revising and writing the final draft of the materials. The instruments of this research were observation, interview guidelines, and questionnaires. The data from the interview and the observation were analyzed qualitatively and the data from the questionnaires were analyzed quantitatively through the descriptive statistics. The respondents of the research were 10 people consisted of a lecturer of English education department, English teacher, students of English education department, and fresh graduate from English education department. After conducting the need analysis, it can be seen that the children's needs and the teacher's needs were about the appropriate English learning materials. The materials developed with the song and game were interesting and motivating the children learning English. There were two products of this research. They were: a course grid and a set of song and game-based English learning tasks for kindergarten-the teacher's guide book. The teacher's guide book consisted of three units with different themes. The themes are: *greeting, the parts of the body and the family members*. Each unit has 6-7 activities. The PPP methods were used to present the activities. The first stage was "Let's Start" as warming-up activity in presentation stage, "Let's Practice" as practice stage, "Let's Do It" as production stage and the last activity was "Review" as closing activity. From the result of the expert judgment shows that a set of song and game-based English learning tasks for kindergarten-the teacher's guide book is categorized as very good as the mean scores was 3, 29. Thus, it can be concluded that a set of song and game-based English learning tasks for kindergarten-the teacher's guide book was appropriate for the children and the teacher.

Keywords: Song and Game-Based English Learning Materials Kindergarten

**Abstrak:** Tujuan dari penelitian ini adalah untuk mengembangkan satu kumpulan tugas-tugas pembelajaran bahasa Inggris berbasis lagu dan permainan untuk TK. Materi pembelajaran dan kegiatan yang dikembangkan berdasarkan hasil survei kebutuhan. Bahan-bahan yang didasarkan pada lirik lagu dan aturan permainan. Penelitian ini dikelompokkan ke dalam Penelitian dan Pengembangan. Subyek dari penelitian ini adalah anak-anak dari kelas B dari TK Dharma Bakti II Yogyakarta. Prosedur dalam penelitian ini adalah sebagai berikut: pengumpulan data dan informasi melalui analisis kebutuhan, perencanaan, menulis silabus, mengembangkan bahan, mengevaluasi draft pertama, merevisi dan menulis draft akhir dari bahan. Instrumen penelitian ini adalah observasi, pedoman wawancara, dan kuesioner. Data dari wawancara dan observasi yang dianalisis secara kualitatif dan data dari kuesioner dianalisis secara kuantitatif melalui statistik deskriptif. Responden dari penelitian ini adalah 10 orang terdiri dari seorang dosen jurusan pendidikan bahasa Inggris, guru bahasa Inggris, mahasiswa jurusan pendidikan bahasa Inggris, dan alumni lulusan dari departemen pendidikan bahasa Inggris. Setelah melakukan analisis kebutuhan, dapat dilihat bahwa kebutuhan anak-anak dan kebutuhan guru sekitar materi pembelajaran bahasa Inggris yang tepat. Materi tersebut dikembangkan dengan lagu dan permainan yang menarik dan memotivasi anak-anak belajar bahasa Inggris. Ada dua produk dari penelitian ini. Mereka adalah: silabus dan satu kumpulan tugas-tugas pembelajaran bahasa Inggris berbasis lagu dan permainan untuk TK-buku panduan guru. Buku panduan guru terdiri dari tiga unit dengan tema yang berbeda. Tema adalah: ucapan, bagian-bagian tubuh dan anggota keluarga. Setiap unit memiliki 6-7 kegiatan. Metode PPP digunakan untuk menyajikan kegiatan. Tahap pertama adalah "*Let's Start*" sebagai kegiatan pemanasan dalam tahap presentasi, "*Let's Practice*" sebagai tahap praktik, "*Let's Do It*" sebagai tahap produksi dan aktivitas terakhir adalah "*Review*" sebagai kegiatan penutup. Dari hasil penilaian ahli menunjukkan bahwa satu kumpulan tugas-tugas pembelajaran bahasa Inggris berbasis lagu dan permainan untuk TK-buku panduan guru dikategorikan sangat baik sebagai nilai rata-rata berkisar antara responden 3, 29. Dengan demikian, dapat disimpulkan bahwa satu kumpulan tugas-tugas pembelajaran bahasa Inggris berbasis lagu dan permainan untuk TK-buku panduan guru sesuai untuk anak-anak dan guru.

Kata Kunci: Materi Pembelajaran Bahasa Inggris    Tingkat Taman Kanak-Kanak

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## Introduction

English is learnt as one of lesson subjects in Indonesia. Recently, English is learnt not only in the high level of education such as in senior and junior high school but also in the lowest level of education like in elementary and kindergarten. Not all the kindergarten teaches English as the main subject of learning, English in kindergarten usually is an extracurricular subject. Related to that discussion,

kindergarten children's age in Indonesia is around 4 to 6 years old. Nunan (1989, 41-42) states that the effective age to start learning English is before ten years old. It means that, earlier to start learning English, it is easier to get the acquisition of language. In another way, it can be said that, English can be taught in the kindergarten grade to introduce for the first time. Some kindergartens in Yogyakarta teach English as a lesson, but some of them do not. Usually, English is only taught as an extracurricular. One of the kindergartens is TK Dharma Bakti II Ngemplak. In that school, English is taught in two classes. The first class is class A which students are around 4-5 years old. While class B's children are around 5-6. English is taught in limited time and material. The teachers said that they only introduce simple vocabulary items for their children once a week.

Based on the observation, there are some problems related to the teaching and learning process of English in TK Dharma Bakti II Ngemplak. The first problem is related to the source of material. There is no English learning book both for teacher and for their children. However, it can be seen that the materials that being used in the school are not appropriate. The sources of materials are obtained from the routine meetings in IGTK (*Ikatan Guru Taman Kanak-kanak*). The second problem comes from the teachers who teach English. In the school the class teacher is also responsible to teach English. Unfortunately, their background of teaching English is very limited. Therefore, teachers faced the difficulties in teaching English. These difficulties were related to the materials and media that they used in the classroom. As a result, the activities in the classroom are also not varied. It makes the children get bored while joining the class. Knowing that there is no English book that is used as a source of materials, it can be seen as a challenge for the researcher to develop a set of English learning tasks which is appropriate for the kindergarten children. It is also needed to develop a teacher's guide book for the teacher as the guideline in teaching English.

For children, songs and games are interesting. So it can be used to lead in the class during teaching and learning processes. The value of songs in motivating students to learn English and enhancing learner involvement is widely acknowledged by ESL practitioners (Reeve & Williamson, 1987; Giudice, 1986 in Lo & Fai Li (1998)). Furthermore, Lo and Fai Li (1998; 8) explain that learning English through songs also provides a non-threatening atmosphere for students, who usually have great tension when speaking English in a formal classroom setting. Additionally, by using songs, it can be used as refreshment for the student during teaching and learning processes. It also makes more comfortable to learn in the class.

This research has formulated some problems as follow:

1. What does a set of English learning tasks-teacher's guide book for kindergarten children of TK Dharma Bakti II Ngemplak look like?

2. How to develop a set of English learning tasks by using song and game-based for kindergarten children-teacher's guide book for the class B of TK Dharma Bakti II Ngemplak?

### **Research Method**

This research is categorized into Research and Development (R&D). This research was conducted on November 2015 at TK Dharma Bakti II Ngemplak, Sleman, Yogyakarta. The population was the children of TK Dharma Bakti II Ngemplak in the academic year of 2014/2015. The samples of the research were children of class B. Therefore the participants are 12 children with 6 boys and 6 girls in total.

The research procedure considered the research and development cycle according to Borg and Gall (1983: 775) and Masuhara in Tomlinson (1998: 247). The researcher simplified the model into five steps consisted of (1) conducting need analysis; (2) designing the product and the course grid; (3) developing the first draft; (4) asking for expert judgments; and (5) revising the product and writing the final draft.

This study employed three forms of instruments to collect the data they were: observation guideline, interview guideline, and questionnaire. Those instruments were used to obtain the children's needs and interests. The researcher observed the teaching and learning process in the school during the needs analysis. The instrument was using observation guideline. The observation was needed to obtain the information related to the teaching and learning process in the class. The interviews were used to collect the information of the needs analysis. In the need analysis, the researcher wanted to know about the school's profile, the children's characteristics, the barriers of the English Teacher in delivering the materials, the children's motivation in learning English, and the class teachers' willingness to teach English for the children. The questionnaire which was for the expert was filled as the materials judgment. The data from the questionnaire was analyzed by using the likert scale, the researcher used a formula stated by Suharto (2005) to analyse the data.

### **Research Findings**

The result of this research was a set of English learning tasks-teacher's guide book for kindergarten children. After the process of developing the materials, finally the writing workbook have been judged as appropriate for grade B children and teachers. The first step of conducting this research was needs analysis. The needs analysis was conducted on November, 2015 through observation and interviews. The data from the observation were in the form of the observation guideline. The data were presented into a field note. For the interviews, the researcher interviewed with the headmaster, the teacher, and the children of the

class B of TK Dharma Bakti II Ngemplak by using interview guidelines for each respondents. The data of the interviews were presented in the form of transcripts.

After conducted needs analysis, the next step of the research procedure was designing the course grid. The course grid was being designed based on the result of the needs analysis. After designing the course grid, the next step of the research procedure was developing the first draft of the materials. The unit design was using PPP methods. The first stage was presentation; the second was practice, next production and the last review as closing stage.

After the first draft of the materials was developed, the next step of the research procedure was conducting expert judgment. In this step, the researcher used the expert judgment questionnaire which was covering the aspects that being evaluated by an expert. In the expert judgment, there were five aspects that were evaluated. The aspects were the appropriateness of the materials, the appropriateness of the activities, the appropriateness of the instructions, the appropriateness of the layout and the appropriateness of the media. As the needed revision had been made, the materials were considered as the final draft.

## **Conclusions**

The appropriate design of the book was based on the theories and the analysis of the result of the need survey. It was also completed through the evaluation by consulting with the expert. There were two product of this research. They are: the course grid and the teacher's guide book. The materials in the teacher's guide book consist of three units. It also provided three different themes. The themes of the three units are: *"Hello, Friends"*, *"My Body"*, *"My Family"*. Every unit divided into some stages. The stages are: "Opening routines", "Preparation" as warming up, "Practice", "Production", and "Closing" as a review activity.

The arrangement of the activities is using PPP (Presentation, Practice, and Production) method. Songs and games are used as the base of the learning materials. In the teacher's guide book, there are provided the teaching procedure and methodological for the teacher before using the book as a guidance. In order to make the children more enthusiastic, the book also provided with the interesting activities and media. The media are: picture, flash card, and worksheet. As a result, the children can encourage being active in learning English in fun ways. The children and the teacher can get involved in teaching and learning processes.

According to the results of the expert judgment, the developed materials were considered appropriate. The characteristics of a set of song and game-based English learning tasks for kindergarten-teacher's guide book shows the way on how the book presented. Those also described all components presented on the developed book. Based on the results of the expert judgment, the mean score of

the whole aspects of the developed materials was 3.29 which was in the range of  $3.25 \leq x \leq 4$ , and categorized as “Very Good”. It could be concluded that the materials were appropriate for the grade B children of TK Dharma Bakti II Ngemplak in learning English.

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