



TEACHING LEARNING INNOVATION FOR KINDERGARTEN STUDENTS; LEARNING ENGLISH THROUGH VIDEO

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ABSTRACT

In this pandemic era, where almost all of the countries in this world are contaminated, learning teaching agenda should be done by online in any level including kindergarten level. The process of introducing English to children by using the media is expected can foster interest in learning so that the vocabulary they learn will continue to stick in the memory and can be applied in their daily life. One of the most effective ways is to introduce English as early as possible through instructional videos. In this case the researcher observed whether the use of video learning media could increase the motivation to learn English in children using the observation method. From the expression that showed by the students, the students feel happier, feel more confident, and also they get the new experience with their activity. From those two answers the researcher got from the teacher, it can be seen that using video for teaching learning process is such a helpful way for both children and teacher.

INTRODUCTION

Language development is very important in the implementation of early childhood education, language is very important in children's life, because by speaking children can communicate with other people. This kind of experience that happened to children that connected to outside school interactions or daily interaction, can create a basis of language teaching (Tsakona, 2016). Not only learning their first language which is Indonesian language but they needed to learn the foreign language as well. English language that has been accepted worldwide as an international language also needs to be learnt by them as soon as possible. The earlier the students learn the language the better result will be. Age is a significant factor in second language acquisition. Before the

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age of 5 years, the acquisition of additional language in children is similar to the development of first language (Bialystock & Hakuta, 1994).

In this pandemic era, where almost all of the countries in this world are contaminated, learning teaching agenda should be done by online in any level including kindergarten level. Not only English language, but all majors are doing the same. Teaching online for those who in higher level is easy but teaching online for kindergarten student is another thing. The introduction of English can be done in various ways through reading, listening and watching. But in the process of teaching learning process for early age students, teachers are pushed to be more creative and active in order to make the students enable to follow the teaching learning process without create any boredom for the students. It is in line with Sudjana, et al (2017:2) statement that teaching learning for early kids should be followed with interactive media so that the students will not get bored in the teaching learning process. Children or young students rely heavily on their receptive ability (in terms of listening) in acquiring English vocabulary. In addition, the children can absorb English vocabulary effectively by providing them with the interesting media. The process of introducing English to children by using the media is expected can foster interest in learning so that the vocabulary they learn will continue to stick in the memory and can be applied in their daily life. One of the most effective ways is to introduce English as early as possible through instructional videos. Using instructional videos will make children more interested in the introduction of English, in the use of instructional videos it will show pictures, writing, and sounds that make children more interested in paying attention to the learning media.

For that the teachers are strives for the achievement of learning objectives one of them is by using learning media. The role of learning media in Early Childhood Education is very important, considering that children's development at that time is in a concrete period. Therefore, one of the principles of learning in early childhood is concreteness, meaning that children are expected to be able to learn something in real terms. Thus learning in early childhood must use something that allows children to learn in a concrete manner. This concrete principle implies the need to use the media as a channel for conveying messages from teachers to students or the messages / information can be received or absorbed by children well.

Teaching English in kindergarten is not a brand new research. There are some researches that have been done by some researchers talking about how teaching English connected with the media used by the teacher. Tsakona (2016) propose teaching proposal to those who are teaching English in kindergarten that focused on service encounters, politeness strategies. Her proposal include a critical approach to politeness strategies that hoped will enhance students' awareness about social interactions. Lee, Chau, Chau, and Ng (2017) focused on how Augmented Reality can affect the children in memorizing English vocabularies. The study find out that the use of Augmented Reality is satisfactory, as long as the use of the technology is well monitoring. The recent research that have been done by Nafissi and Shafiee (2020) talked about teachers' role in early childhood English language pedagogy. The subjects incorporated educators' convictions about, first, the limitations influencing youth philosophies and educational practices; second, the impact of English language on kids' local language, culture, and, personality; and third, the endeavors needed for accomplishing an ideal youth EFL guidance. In that capacity, these outcomes may give likely ramifications to strategy producers and educational plan architects dependable in this field to support changes in kindergartens' instructional, authoritative, and showcasing arrangements.

Sanjaya (2017: 207) argues that the role of learning media is indispensable in teaching and learning activities. Teachers can make use of television films, or pictures to provide better information to students. Through learning media, abstract things can become more concrete. The benefits of learning media can increase student learning motivation so that student attention to learning material can increase. From the statement above, the researcher concludes that the role of learning media in early childhood can help in delivering information. For this reason, the teacher uses interesting learning media because the teacher is a facilitator for children in learning. Instructional video media are media or teaching aids that contain learning messages. Video as audio visual and has elements of motion will be able to attract children's attention in carrying out learning activities. Video is able to summarize many events in a short and clear time accompanied by images and sounds that can be repeated in the process of use. Video has the advantage of being able to help understand learning messages more meaningfully. Videos are able to attract children's attention and children can be motivated to follow the learning process with the elements of motion and sound that video has.

According to Hamalik (2016: 158) Motivation is a change in energy in a person's (personal) self that is marked by the emergence of feelings and reactions to achieve goals. Motivation has a big influence on the learning process because with motivation someone will do something they like. However, without motivation someone will not do something well. Meanwhile, according to Uno (2010: 23) indicators of learning motivation can be classified as follows: there is a desire to succeed in learning, there is encouragement in learning, the existence of future aspirations in learning, there is an appreciation in learning, there are activities that are interesting in learning, the existence of a conducive learning environment that allows someone to learn well.

McClelland (1987) suggested that there are three kinds of human needs, those are:

- a) Need for Achievement: the need for achievement which is a reflection of the urge to be responsible for problem solving
- b) Need for Affiliation: the need for affiliation which is an encouragement to interact with other people be with other people, do not want to do something detrimental to others
- c) Need for Power: the need for power which is a reflection of the urge to achieve authority to have influence over others.

In this case the researcher observed whether the use of video learning media could increase the motivation to learn English in children using the observation method.

Based on field observations, especially in Islam Cinta Negeri Kindergarten Sidoarjo, there is no instructional video that used by the teacher. In this pandemic era, where all the students should be taught through online media, teacher only focus to teach the students one by that using this kind of way create a big boredom among the kids because early kids students need to be gathered with all of their friends in order to create a good environment in teaching learning process. Based on the above problems, a study was conducted to find out the effect of instructional video media on the motivation to learn English for children aged 5-6 years at Islam Cinta Negeri Kindergarten, Sidoarjo and also the impact toward the teachers.

METHOD

The approach used in this research is a qualitative approach and the methods used in this study are observation and interview. This study will conduct and observe

two teachers as the subject from two different classes, with around 15 students in each class. There is a reason why this study engaged with the qualitative approach because the researcher wants to find out the detail information that has been gained from the data. Regarding to the purpose of the research, interviewing the subjects is taken place to find out the effect of using video in teaching learning process for kindergarten students. Also, the effects of video use for the students are also analyzed to find out the impact for the students through observation.

This study is taken place at Islam Cinta Negeri Kindergarten, Sidoarjo. This study observes all of the teacher activity from preparing the video, sending the video, having the class and interviewing the effect of video use. The subjects of this study will make a video recording; they are pretending that they are having their students in front of the camera so the intonation, face expression and etc are should be the same like they teach them in class. After recording the video, the video will be edited to put some detail such as date, theme, and others. Then, the video will be sent to parents' Whatsapp group, so the parents can accompany their kids in learning the video, the video can be played more than one before they have the real meeting in online platform. After that, all of the students will have the meeting with the teacher in online platform, they use Zoom. They will have the real meeting to talk about the video that has been sent before.

While they have the meeting, the researcher will observe the impact of the video use toward the student by looking at their attention, their expression and alike. After the meeting finished, the teacher will be interviewed to find out what the teacher feel about the effect of video use in their teaching learning process. Before processing the data, the researcher will transcribe the audio recording of the interview.

FINDINGS

There are two sub points in this finding to explain about the result from observation and interview.

Observation

The first observation was taken place when teachers were having their meeting with the students via Zoom. The observation was taken from two different classes. The theme is animal world. Students are strived to watch the video from the teacher saying the name of the animals with the picture and the students need to repeat the words after that they need to color the picture with the color they like. From two classes almost all the students are active on answering teachers' question, they are so happy in repeating the words. They look more ready while having the meeting because they have seen the video as many as they want before starting the class. From the expression that showed by the students, the students feel happier, feel more confident, and also they get the new experience with their activity.

Sometimes the teachers deliver some questions to students asking about their feeling with the video that the teacher has been sent to them. They ask "what do you think about teacher video?" their answers are various, such as "I like it, because I can watch it with my mom until 2-3 times", "I feel like you teach right in front of me", "I like it because I can color the picture as same as the teacher did" and etc. Also, teachers ask the student with question "how do you feel class?" they would answer like happy, ready and others.

Interview

After finishing the class, the researcher is interviewing the two teachers who have done the meeting with the students. The interview is about the effect of using the

video in their teaching learning process. From the interview the researcher got the answer as below:

1st Teacher: *“this kind of method in teaching kids, such a very helpful method than the previous method we had. Because of this condition, the pandemic era, we can’t have face to face meeting with the kids but teaching kids without seeing them lively, it’s another thing. So with this video method we had, it is so helpful for me. I only need to make one video and send it to them so the kids can learn it together with their mom and dad as many as they wants, and as far as I can see, kids be more ready with the meeting rather than before.”*

2nd Teacher: *“it is so overwhelming, the video method we had. By only one video we can deliver it to them, no more repetition explanation. It’s so helpful, we can teach them like the way we usually do by recording the video. Student look more ready, more cautious and they feel happier because they can understand more with the material we deliver.”*

These two teachers are successfully bring back the school atmosphere in this pandemic era through video for their students.

DISCUSSION

From the expression that showed by the students, the students feel happier, feel more confident, and also they get the new experience with their activity. It means that the result is in line with theory from Uno (2010: 23) that talking about indicators of learning motivation; there is a desire to succeed in learning, there is encouragement in learning, the existence of future aspirations in learning, there is an appreciation in learning, there are activities that are interesting in learning, the existence of a conducive learning environment that allows someone to learn well.

From those two answers the researcher got from the teacher, it can be seen that using video for teaching learning process is such a helpful way for both children and teacher. Teachers’ work are simpler, they do not need to explain the same material over and over again, because all they need is recording their teaching video and sent it to their students. As same as with the theory from Sanjaya (2017), that video as audio visual and has elements of motion will be able to attract children's attention in carrying out learning activities. Video is able to summarize many events in a short and clear time accompanied by images and sounds that can be repeated in the process of use. Also, it helps the student to be able to understand the material better because they can watch the video with their parents repeatedly. By that the students can feel more ready while they have their meeting with the teacher. It is in line with Sudjana, et al (2017:2) statement that teaching learning for early kids should be followed with interactive media so that the students will not get bored in the teaching learning process.

CONCLUSION

Teaching English for kindergarten is not easy, but if we have the innovation to make it better, we can find the way. The students motivation after they finished watching the video are totally happy and ready to get the new knowledge from the teacher in Zoom meeting. It means that video from their teacher is helpful. Moreover, in this pandemic era, they cannot see the teacher in their school, but the video bring back the school atmosphere.

In the other aspect, they look more confident when they have Zoom meeting with their teacher, they thinks that they know what they will get in that day. The teacher just repeats the topic briefly, and the students’ enthusiast with that. Before the pandemic, they thinks that “my teacher is true” in every aspects of English. Then, when they can see

the video from their teacher, their feeling still the same, they understand with the explanation. Thus, the use of video learning media could increase the motivation to learn English in children.

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