

TERAS BAHASA INGGRIS AS AN ALTERNATIVE TO INTRODUCE ENGLISH FOR YOUNG LEARNERS

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Abstract: The online learning policy due to the Covid-19 pandemic has a major impact at all levels of education units in Indonesia including the Elementary School. The students feel boredom because of the absence of teachers and classmates' interaction during online learning. The writers hold *Teras Bahasa Inggris* program for the Elementary students around the writer's house to reduce their boredom during the Covid-19 Pandemic and to introduce English to them early. *Teras Bahasa Inggris* refers to the English learning activity done in *Teras*. It is carried out every Sunday morning within a month. In *Teras Bahasa Inggris*, children learn English in fun ways such as drawing and coloring, singing, cutting and pasting. The material provided is still simple, such as introducing fruit, vegetable, color, clothes, and self-introduction in English. The children are very happy with this activity. They are enthusiastic about learning English in *Teras Bahasa Inggris*. This program helps them reduce their boredom on learning during the Pandemic. In addition, this program can be an alternative way to introduce English for young learners.

Key words: English, Young Learners, Online Learning, Covid-19 Pandemic.

INTRODUCTION

Online learning during the COVID-19 pandemic has an impact on all educational units in Indonesia, including Elementary School. Those who are directly affected by online learning are certainly experienced by students. Many elementary school students feel bored during online learning. The absence of teachers and friends is one of the causes of boredom. Safitri and Nugraheni add that not going to school for too long during the Covid-19 Pandemic makes students bored (Safitri & Nugraheni, 2020). The teachers and the students used to interacting in the classroom before the pandemic, however during the Covid-19 pandemic, interacting a lot with their gadgets such as mobile phones, laptops during learning become an issue. Online learning during Covid-19 pandemic make the students less sociable (Sutarna et al., 2021) . They cannot interact such as asking the teacher or their friends when they have difficulty in learning. Moreover, many elementary school students have to learn online by themselves without guidance from their parents because of the busyness of their parents. In addition, students cannot discipline themselves during online learning. They cannot use their time well to study. They tend to waste time and seem lazy because no one is keeping an eye on them during studying online. In other words students cannot learn optimally (Sutarna et al., 2021)

This phenomenon also occurs in the area where the writer lives. As one way to overcome the boredom of elementary school students and to introduce English to early childhood learners, the writer held a program called *Teras Bahasa Inggris*.

Teras or terrace is the front part of the Indonesian typical house which lies outside and is usually used for relaxing activities such as sitting and resting. *Teras Bahasa Inggris* is learning English together which is carried out on the terrace of the house. *Teras Bahasa Inggris* is held every Sunday morning for a month during December 2021. In *Teras Bahasa Inggris*, children learn English in fun ways such as drawing and coloring, singing, cutting and pasting. The material provided is also simple, such as introducing fruit names, vegetable names, color names, clothes names, and self-introduction in English.

The role of English as an international language is undeniable, so it is important for many people to be able to actively master English moreover with the development of information technology at this time. Mastery of information technology (computer technology) and mastery of one foreign language such as English will be very useful and necessary in the industrial era 5.0. Seeing this phenomenon, of course, it would be very beneficial if English as a foreign language was introduced from the early time as the preparation for English language learners.

But unfortunately, this time English is not a compulsory subject for elementary school level. This can be seen in Permendikbud No. 67 of 2013 mentioning that the elementary school curriculum does not include English lesson in elementary schools at all (H. U. Kaltsum, 2016). At this level of education, English is only a local content, so not all elementary schools teach English to their students due to the absence of compulsory English subjects in elementary schools.

Introducing English in elementary schools can help students learn English well if it is done in the right way such as considering the children's characteristics and level of development. Hopefully, when elementary school children continue learning English at the secondary level, they find no difficulty and will not be easily depressed psychologically and their cognitive development when studying English learning in secondary school.

Realizing the importance of introducing English from the early time, meanwhile not all elementary schools include English subjects in their curriculum, so it is strongly recommended for some English lecturers to take a part in introducing English through extra-curricular programs at school or programs outside the school, for example through community service program. As previously mentioned, as an effort to reduce boredom in elementary school children in the area where the writer lives, the writer and a colleague held a *Teras Bahasa Inggris* program. In addition, this program is actually an effort to introduce English early to elementary school students in the area where the writer lives. This study intends to describe the application of *Teras Bahasa Inggris* as an effort to introduce English to young learners.

Young Learner

We must be familiar with young learner. Who can be classified as young learners? There are several opinions defining who the young learners are. According to Curtain and Dahlberg in (Siswanto, 2017) young learners based on their age include pre-school learners (who are typically still in kindergarten), primary students aged 5-7 years, intermediate students aged 8-10 years (who are formally enrolled in elementary school) and early adolescent students aged 11-14 years (who are formally enrolled in junior high school). In addition, Slatterly and Willis

in (Pustika, 2021) divide young learners into two groups: those between the ages of 7 and 12 (young learner), and those under the age of 7 (very young learners).

Nevertheless, (Scott & Ytreberg, 1990) learners between the ages of 5-7 and those between the ages of 8 and 11 are classified as young learners. Meanwhile, learners in their first year of formal schooling (6 - 12 years of age) refers to young learners according to Turkish primary curriculum for teaching English (Ministry of National Education [MoNE] in (Pustika, 2021).

Any student who has not yet reached the age of maturity is referred to as a young learner. O'Grady et al. (1989:300) explains that young language learners are those before the age of puberty. It encompasses children of all ages and developmental stages, including infants, toddlers, and older children. It also describes the vast disparities in physical, emotional, psychological, social, and cognitive abilities (Ningsih, 2020).

Young learners, according to McKay in (Ningsih, 2020), are learners aged five to twelve or are children who learn a language before or during their six years of formal schooling. Young learners, according to McKay, are pupils in primary or elementary school. Preschool, kindergarten, primary school, and middle school students are referred to as young learners in educational systems. Additionally, as per Harmer (2007), the age of the students is a crucial role in the teacher's decision about what to teach and how to teach them (Ningsih, 2020).

So, we can conclude that young learners based on the age are between 5 up to 12 years old. Those under 5 is classified as a very young learners. Young learners study in preschool, kindergarten, primary, elementary and middle school based on educational system.

Young learner is as special as adult learner. Young learner has several characteristics that teachers should understand before they teach them, moreover when they want to teach them language. Teachers of young learners must be familiar with and comprehend the young learners' characteristics. It will have an impact on a variety of factors of teaching English to young learners in order to achieve effective results, including teaching style, methods, learning materials, lesson plans, and how to interact with them (Juhana, 2014). The characteristics of young learners cover biological and social perspective. Pinter in (Juhana, 2014) mentions that Biological perspective views the children's growth and development covering four phases such as sensory-motor phase (birth up to two years of age), pre-operational phase (two up to seven years of age), concrete operational phase (seven up to eleven years of age), and formal operational phase (from eleven years onwards). Social perspective views that the children require assistance from competent adults in order to broaden their knowledge (Juhana, 2014)

There are many experts explain the characteristics of young learners. Here, the writers summarize the characteristics of the young learners based on theirs. Young learners, according to Pinter (2006) in (Juhana, 2014), have a strong desire to try new things and investigate concrete to abstract concepts. Because they are so interested in something new at this age, young learners will find it easy to absorb language lessons (Dewi, 2012). This in line with Cameron (2001) explaining that young learners actively generate meaning from their experiences. In addition, young learners, according to Harmer (2001) in (Juhana, 2014), get comprehension not only from explanations but also from what they see and hear, and learn when they have the opportunity to touch and interact with things (experience it). Musthafa writes that because young learners are so interested in something new at this age, young learners will find it easy to absorb language lessons (Musthafa, 2010).

Children, according to (Scott & Ytreberg, 1990) have an extremely short attention and focus span. They can only focus around 10-15 minutes. Furthermore, McKay (2006) describes the characteristics of young learners aged 5 to 6 years old as having a short attention span.

Cameron claims that young students are prone to becoming bored and disinterested (Ningsih, 2020). Other students can easily divert and distract them. They may abandon a work if it is too difficult, yet they are frequently prepared to do a task to impress the teacher (Dewi, 2012).

Young students are active thinkers and learners. Allow them to participate in a variety of activities that will expose them to a wide range of experiences. Harmer in (Dewi, 2012) young students enjoy talking about themselves and respond well to learning that focuses on them and their experiences in the classroom and outside. Children, according to Brewster, are self-centered and absorbed with their own world (Dewi, 2012). Teachers should be able to select learning materials that are relevant to their 'world' for this reason.

According to Brewster et al. (2007:27) in (Dewi, 2012), Children differ from adult language learners in that they have a lot of physical energy, are emotionally intense, so that's why they frequently need to be physically active (Dewi, 2012). Young students like physical activities, which they frequently engage in in a noisy and sometimes confrontational manner.

Teaching English for Young Learner

English teachers must differentiate how they teach English to young learners from how they teach English to adults. Young learners have unique qualities that require specific treatment and attention (Scott & Ytreberg, 1990). Teaching young learners in primary school is a difficult task since their features differ from those of adult learners as mentioned by Pinter in (Wulandari et al., 2020). The characteristics of young learners determines on how to teach young learners for such as teaching style, methods, learning materials, lesson plans, and how to interact with them. Teaching English to young learners, according to Prayatni in (Septiyana et al., 2020), necessitates good teaching abilities, creativity, preparation, and patience.

In addition, English for young learner teachers also play an important role in TEYL. Furthermore, when teaching English to young learners (TEYL), according to (Husein et al., 2014; Lungu et al., 2015) in (Dewi, 2012) a teacher should have both professional and pedagogical competence in TEYL; professional competence includes English competency, certification, and TEYL workshop, among other things, whereas pedagogical competence is concerned with the ability to teach young learners. (Musthafa, 2010) writes that there are requirement for teachers to teach English for young learners effectively such as knowing who the children are, knowing how the children learn, knowing how children learn a language, knowing how the children learn English as a foreign language.

Based on the young learner characteristics, there are several considerations for a teacher in teaching English for young learners. Due to the short focus belongs to the young learners, a teacher should provide visual, realia, and movement activities (Shin, 2006). Young learners are easily distracted by other learners and get bored so as a result teachers must provide activities for young learners that include a variety of vividly colored visual toys, puppets, or objects to keep their interest.

It is suggested not to use same activities (Shin, 2006). Teachers should change from one activity to activity. Young learners have short focus range so it is wise to avoid same activity that can make them get bored easily in learning process. The use of different activities is expected to make students able to focus longer during learning. Additionally, young learners have a strong desire or feel curious to try new things and learn about a variety of topics, from

the concrete to the abstract. As a result, young learner teacher should be able to provide the materials and activities that accommodate the young learners' curiosity.

In addition, young learners move actively and learn enthusiastically so it is recommended for a teacher to provide them with activities dealing with physical movement such as run, walk, jump, etc. In addition, young students are generally very energetic and creative.

According to Kuchah (2013) in (Mutiah et al., 2020), kids enjoy employing interactive activities like painting, storytelling, and listening to music. They like to have fun with movement because children like to play. The use of Total Physical Response, games and project are strongly suggested.

To give young learners better engagement with the topic they learn, the teacher may invite them to create visual and realia they will use in teaching learning process. Students are more likely to be engaged and invested in the class, and they are more likely to take better care of the materials. Moon, (2000) in (Shin, 2006) mentions that young learner teachers also require supplying a print-rich environment in English. The teachers can print list of vocabulary, pictures of fruit, vegetables, animals then sticking them on the classroom wall so that the young learners will be familiar with the English words

Young learner teachers are recommended to use thematic material in their activities. Thematic units (Shin, 2006) are a sequence of courses centered on the same topic or subject. The use of thematic unit can help students make larger context and enable them to focus on content and communication rather than language structure. Young learners are capable of dealing with one task at a time with ease. Both students and teachers may experience frustration and failure if they are taught or presented with a large number of things at once (Juhana, 2014). The examples of thematic units are animals, friends and family, food, days of the week.

Providing familiar context to the young learner in learning language is preferable. This means that when teaching English, which may be a completely new and foreign language to them, teachers should employ situation that the young learners are familiar and comfortable with. The use of stories and situation that they are familiar with in their first language may aid these young learners in connecting a whole new language with what they already know (Shin, 2006). Direct experiences are the best way for children to learn. Children learn and build their knowledge bases through direct experiences: what they can capture with their senses and what they directly encounter (Musthafa, 2010).

Young students concentrate on the immediate here and now issue. Teachers should not provide items that are not relevant to the current situation. To put it another way, teachers can employ resources in the classroom that young students can perceive and use to make sense of new experiences by connecting them to what they already know. When a teacher wishes to educate about color, for example, he or she can use the color of things in the classroom, such as the wall, table, and chair (Juhana, 2014).

The teacher should increase the use of English in every classroom activities to create additional exposure to the language. To guarantee that children get a sufficient amount of exposure to English, it should be emphasized all of the time (Musthafa, 2010). It means that teachers should speak English from the beginning of each English lesson to encourage learners learn the language. Fitrawati adds language teachers must also serve as mentors and role models for their students in using the English (Fitrawati, 2013).

Young learners must be introduced to a variety of spoken and written expressions of English in their environment such as real life conversation (Juhana, 2014). To do so, the

introduction of simple functional English used in real life conversation such as; What is your name? Where do you live? Open the door, please! is strongly recommended to focus on the vocabulary development and to speed the satisfaction of young learners' communication requirements (Musthafa, 2010).

Teaching English for Young Learner in Indonesia

Teaching English to young learners in Indonesia continues to generate debate around educators and psycholinguists regarding the learners' cognitive and communicative development. Because it appears that teaching English to young learners in Indonesia forces them to know the rules and forms of the sentence. Furthermore, some English teachers for young learners lack the requisite educational framework to educate the younger students including the desired purpose (Nufus, 2019). Actually, there are no laws or rules requiring the school to teach English to young students. It is solely dependent on the school.

Indonesia is an archipelagic country with around 17,000 islands. This apparently also affects the learning of English for young learners. English young learners in Indonesia come from diverse cultures with various languages, and they have their own local languages that let them interact more easily. On the other hand, English as a foreign language should be delivered at the proper age for the learner to learn English. Because not all children are prepared to acquire a foreign language, they should have mastered their native language well enough to learn other languages quickly.

Since 2004, Indonesia has been teaching English to young learners in primary schools, which is designated as a local content. Additionally, English is taught in a variety of goals with no guidance from the teacher. In general, in an English young curriculum, the instructor should employ a variety of strategies to engage students to study; they should establish the function of language as a medium of communication and enable students to enjoy using it.

English has been incorporated as a component in the Indonesian curriculum. It is only incorporated and taught in high school, however. Nevertheless, the legal curriculum authorizes English to be a formal subject in grades seven through twelve, as well as at the university level (Mutiah et al., 2020)

English for young learners in Indonesia does not include in the curriculum and is considered only the school's local content, the book used to teach is insufficient; for that reason, the teacher should pursue an acceptable book to use as teaching resources, and the methodologies used should be engaging and enjoyable for the students. Aside from that, the teacher must also focus to the psychological needs of the students (Nufus, 2019).

The government, according to Sulistiyo et al. (2019) in (Mutiah et al., 2020), does not supply sufficient learning materials, including as English textbooks and other approved English learning media. As a result, teachers must use their imagination while producing learning materials for young students. Teachers, on the other hand, should use their imagination when producing learning materials for young students.

According to Yuwono and Harbon in (Mutiah et al., 2020), the majority of primary school instructors lack formal English education and certification. The majority of them are in the sole young learner classification. Many factors must be considered when teaching English to young learners. English is taught as a foreign language in Indonesia, and learners have a limited chance to interact with their environment using the language. Only academic institutions, such as schools and courses, conduct lessons on the subject. Students are more likely to learn English from a textbook and concentrate solely on sentence structure and syntax. Moreover, students rarely use English outside of the classroom, regardless of the fact

that mastering English requires not just passive learning but also communicative use of the language as much as possible in real life (R. P. Lestari et al., n.d.).

English's status as a foreign language in Indonesia, as well as "local content" in elementary school, necessitates extra effort on the part of teachers. For at least three reasons, this is the case. To begin with, English as a Foreign Language (EFL) denotes that the language has no/or a very restricted function in Indonesian social interactions.

Learning English with no apparent social role can be difficult for teachers since students' motivation to learn is often low, and their experience to language use outside of the classroom is often restricted. Second, using English as a local language means having extremely restricted contact hours: two to four hours a week at most. Learner skill development is nearly impossible due to the low frequency of instructional encounters (Musthafa, 2010).

According to Susanto in (Khulel, 2021), there are two major issues concerning the quality of English teachers in elementary schools: first, the majority of English teachers in elementary schools lack English language teaching qualifications; second, English teachers who graduated from an English language teaching background were not initially trained as elementary school English teachers.

Teacher education programs in Indonesia now exclusively train English teachers for teaching in junior high and high schools, rather than elementary schools, because the national English language teaching curriculum in Indonesia concentrates solely on junior high and high schools. It might be argued that teachers were not adequately prepared for the new policy's implementation. As a result, many schools may be able to offer English programs even if they lack the requisite instructors or resources. Because there is no particular curriculum to guide them, they can continue to teach as long as there is a textbook (Khulel, 2021).

According to (L. A. Lestari, 2003) certain Indonesian elementary schools that include English in their curriculum typically lack adequate teaching and learning materials to support the teaching and learning process. According to (Marcellino, 2015), the most visible element contributing to Indonesia's continuous English language teaching issues is class size and time allocation, with a class of more than forty pupils and a forty-five minute time allotment for an English session (Khulel, 2021)

Many teachers use the *Lembar Kerja Siswa* (LKS) course book as their sole source of material while confronted with a lack of teaching resources (L. A. Lestari, 2003). Spite of the fact that many English training materials on the market are of inferior quality, as seen by various spelling and punctuation issues, as well as confusing images for pupils (Honest Umami Kaltsum & Habiby, 2020). Moreover, Kusmaryati and Suherdi&Kurniawan in (Khulel, 2021) mention that most primary schools have introduced English lessons to their pupils not because they perceive the students deserve or desire it instead of parental demand and a motivation to increase the school's level.

The Role of University in TEYL

As previously explained, the Department of English Education at the University prepares its students for teaching English to high school students. This is because in the education curriculum in Indonesia, English lessons are only required for high school students. For young learners, English lessons are only local content. However, students majoring in English Education have actually been equipped with Teaching English For Young Learners courses.

Besides, there are universities hold community services focusing on introducing English for the young learners.

First is *Bimbingan Belajar Bahasa Inggris bagi Anak-anak Sekolah Dasar* (Kamlasi, 2019). This community service aims at providing learning guidance for the students of elementary school in Kecamatan Kefamenanu Kabupaten Timor Tengah Utara to study English. This study shows that learning guidance held by team of community services can improve the learning achievement English due to the increasing score the students got.

Second is *Pelatihan English For Young Learners di Kampoeng Batara, Kalipuro, Banyuwangi* (Wangi, 2020). Kampoeng Batara (read Taman Rimba) is a creative learning environment where you may learn everything about education using various educational activities. The goal of this project is to teach the young language learners of Kampung Batara English. The findings indicate that offering English language instruction through some games can assist in overcoming participant English competence limitations.

Third is *Pendampingan Pembelajaran Bahasa Inggris Dasar Teaching English for Young Learners (TEYL) berbasis Web* (Wariyati et al., 2021). The goal of the community service is to meet the demands placed on teachers to increase the amount of acceptable instructional materials they can offer students enrolled in a distant learning system during a pandemic. There are many benefits to employing web-based learning materials, including quick assessment of student proficiency, high student interest in the process, and accurate pronunciation obtainable from learning materials. Particular aims of the community service is fostering the use of learning resources, web-based internet, or online to enhance teachers' excitement for teaching and students' confidence about learning.

Fourth is *Pelatihan Pembelajaran Bahasa Inggris untuk Anak Usia Dini pada Guru RA Se-kabupaten Pasuruan* (El-Sulukiyyah et al., 2019). The teachers participating in this activity receive training on how to incorporate games, music, and other amusing media into the classroom. It is expected that this project will help teachers in Kabupaten Pasuruan understand the value of teaching English to young students as well as how to conduct a fun and successful teaching method that is suitable for young learners' age and level of ability as well as for this time period.

Fifth is *Pelatihan Pengajaran Bahasa Inggris Anak Usia Dini bagi Guru-guru KB dan TKIT Genius Kids Yoghyakarta* (Wiyanah et al., 2019). The objective of the community service project is to offer teachers of KB and TKIT Genius Kids in the Panggungharjo District with resources that will help them be more effective in their instruction of English to young learners. The outcomes of this exercise are that the participants can comprehend the traits of young learners of English, employ engaging and collaborative learning resources for the language, and train young learners using songs, stories, and games.

Sixth is *Pembuatan Alat Permainan untuk Pembelajaran English for Young Learners di Yayasan Al-Kahfi Cabang Palembang* (Evawati et al., 2021). The instructors' lack of experience teaching English to young learners, their lack of teaching materials, the short amount of time they had to teach English (only about 50 minutes), and the wide age range of the students in the same group—ranging from kindergarten to first through third grade—were the challenges *Yayasan Al-Kahfi* faced. As a result, the team of community services created and adjusted game rules as instructional materials to make it easier for students to learn English by helping them memorize words and construct simple phrases through enjoyable activities

Seventh is English for Young Learners: *Pembelajaran Bahasa Inggris dengan "AKSI" (Aktif, Kreatif, Santai dan Inovatif) bagi Anak-anak PAUD SS Melati Jaya di Desa Sribulan Kecamatan Buay Pemuka Bangsa Raja Kabupaten OKU Timur* (Agustina et al., 2019). English learning using AKSI (Active, Creative, Relaxed, and Innovative) consists of 5 methods: 1) Teaching techniques that involve multilingual or bilingual ideas (English and Indonesian), 2) student-centered learning, 3) learning through games, 4) life skills learning, 5) enjoyable and simple teaching.

The outcomes of this program demonstrate that (1) using AKSI (Active, Creative, Relaxed and Innovative) can boost student encouragement in accordance with their character at a young age, and (2) applying these methods found fresh concept that learning by using learning media or teaching aids creates fun learning and makes students not feel bored easily.

Meanwhile, in this article, the writers try to introduce English to young learners through the *Teras Bahasa Inggris*. This program was carried out during the online learning period in Indonesia. Besides, introducing English to elementary school students, this program is actually also a healing related to the boredom that students may experience while studying online during the pandemic.

RESEARCH METHOD

This research belongs to a descriptive qualitative. The research aims at describing the implementation of teaching process in the program of *Teras Bahasa Inggris* and to describe the students' perception on the program of *Teras Bahasa Inggris*. The data of the research are the result of the interview during the implementation of teaching and learning process in *Teras Bahasa Inggris*. The data resource used in this research is the children joining *Teras Bahasa Inggris*. The writers use interview as the technique to collect the data. Therefore the writers use interview draft during the research. The research takes place every Sunday at 9-10 am on December 2021.

RESULTS AND DISCUSSION

Teras Bahasa Inggris at Glance

Teras Bahasa Inggris is a program carried out by several English lecturers at the Bangun Nusantara Veterans University. *Teras Bahasa Inggris* program means studying English together held in Teras (front part of Indonesian typical house used for leisure activities). The participant of *Teras Bahasa Inggris* would study English with several English lecturers at Universitas Veteran Bangun Nusantara. *Teras Bahasa Inggris* was originally intended to reduce the boredom experienced by children during online learning during the Covid-19 pandemic. In addition, this program aims at introducing English to elementary school children near one of the writer's house to be exact is those belongs to Dasa Wisma Melati 1 in Nampan Rt 2 Rw 1, Madegondo, Grogol, Sukoharjo. This program was held every Sunday morning (9-10 a.m) on December 2021. The participants are only limited to 6 children due to avoiding crowds during the Covid-19 pandemic. The participants are from various Elementary Schools. The writers apply lecturing and practice method during the implementation of *Teras Bahasa Inggris*.

The writers use lecturing method when they explain the materials to the participants of *Teras Bahasa Inggris*. Meanwhile, interesting way of learning English such as drawing, clipping and pasting, singing are used in the stage of practice. The materials on *Teras Bahasa Inggris* are like fruits, vegetables, colors, clothes, and self-introduction.

The Implementation of Teras Bahasa Inggris

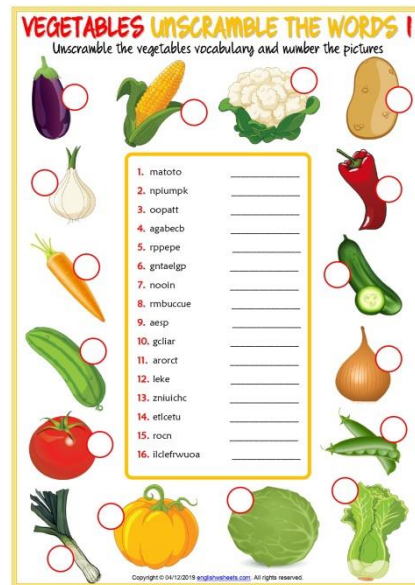
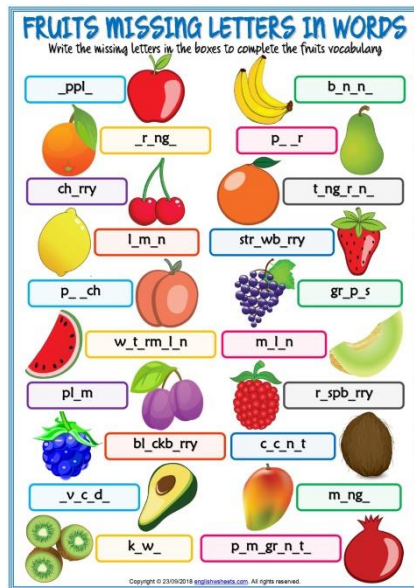
Teras Bahasa Inggris consists of 4 meeting held every Sunday during December 2021. There are different materials in each meeting. Each meeting consists of three stages such as greeting, explaining the material, practicing, and closing. The following is the brief explanations of each meeting.

Meeting 1

The first meeting was on December 5th, 2021. The material concerns with vocabulary especially about fruits and vegetables. In the end of the meeting, the students are hoped to know about names of fruits and vegetables. After greeting the students, the writer distributed copies of name of fruits and vegetables to the participants and then explained the material.



The writer taught them how to pronounce the name of fruits and vegetables. The writer asked the participants to imitate the words after the writer. Next, the participants and the writer read the words. After that, the writer asked all participants to read the words together. Then, the writer asked the participants to read the words one by one. So here, each participant at least would read the words four times. They looked so happy and enjoy this activity. They read them aloud. After practicing reading, the next activity is to explore their writing. To do so, the writer gave them worksheets dealing with name of fruits and vegetables. They have to fill in the missing letter on the fruit worksheet and arrange the letter on the vegetable worksheet as seen below;



Meeting 2

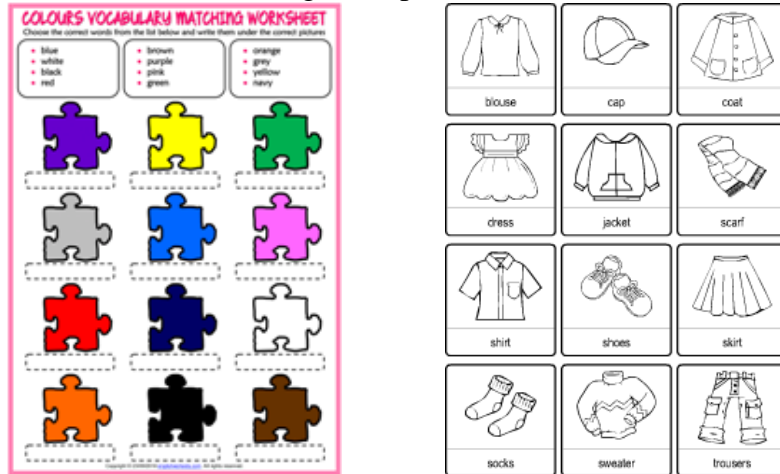
The second meeting took place on December 12th, 2021. The material focuses on the speaking skill, i.e. self-introduction. Hopefully, the participants can introduce them self in English in the end of the activity. The writer used gave the participants a copy of worksheet about self-introduction entitled “All About Me” as seen below;



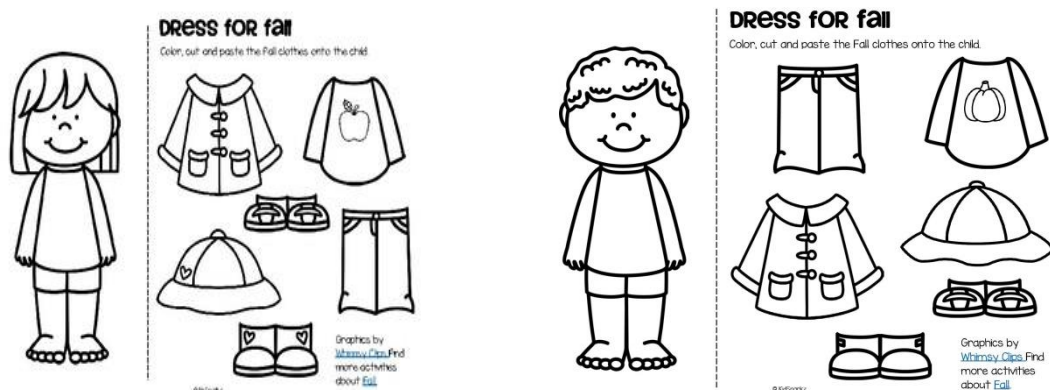
There is information needed in self-introduction such as name, age, birthday, favorite food, favorite color, favorite animal, favorite book, and photo. The writer guided all participants to fill the information in the square. After they finished filling the worksheet, the writer also guided them how to read their answers in the worksheet. Then each participant tries to read the worksheet “All About Me” in front of their friends. The writer tried another activity with the worksheet. In pair, the participants read the worksheet. They liked the activity. They can know each other as well. Based on the writer’s observation, there is no significant difficulty found when the read the answer. However, they had difficulty in reading date in My birthday is question, so the writer gave more attention on that part.

Meeting 3

The third meeting was on December 19th, 2021. The material was focusing on vocabulary especially about colors and clothes. In the end of the meeting, hopefully, the participants are able to know colors and types of clothes as well as creating simple sentence "I have a" The writer gave copies of material about colors and clothes.



The writer taught the participants how to read color and clothes in English. They have to repeat after the writer. Then both the writer and the participants had to read English colors and clothes together. After that, they had to read English color together. Next, the writer pointed 3 participants to read English color and clothes alone. The writer also introduced about combining clothes and colour such as blue jacket (*jaket biru*), red dress (*baju merah*), black skirt (*rok hitam*), etc. Still on practicing time, the writer gave the participants another worksheet as seen below;

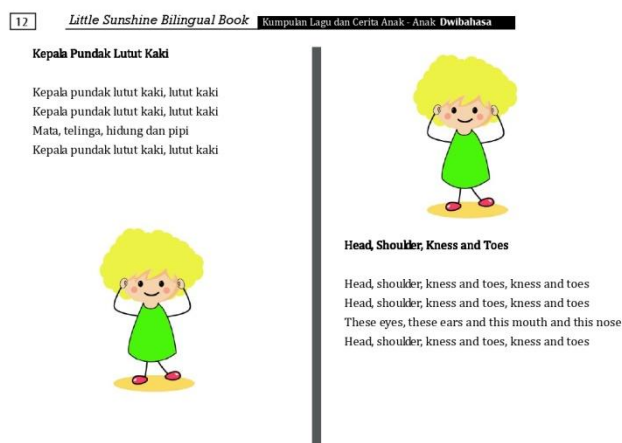


The female participant got a set of cut and paste female cloth worksheet and the male got the male cloth worksheet. First, the participants had to color the pictures on the worksheet. Second, they cut the pictures on the worksheet then they stick the pictures on the picture of the girl and the boy on the worksheet. Here, the writer also introduced a simple sentence "I have a/an" (*Aku memiliki sebuah*), for example I have a black hat (*Aku memiliki*

topi hitam). Finally, the participants had to tell their picture to their friends by using "I have a/an ..." (*Aku memiliki sebuah*)

Meeting 4

The fourth meeting was done on 26 December 2021. The method used in the meeting is learning English by singing a song. It is to explore the participants' listening skill and speaking skill. The song used is Indonesian children songs with English version. The songs are taken from Little Sunshine Bilingual Book *Kumpulan Lagu dan Cerita Anak-anak Dwibahasa*. The writer used two songs entitled *Kepala Pundak Lutut Kaki* (Head, Shoulder, Knees and Toes) and *Satu satu* (One and One). All the participants are quite familiar enough with the tone of these two songs. They could sing the Indonesian version songs perfectly so hopefully they found no difficulty when they sang the song in English. First of all the writer read the text in English and asked the students to repeat it. After that, the writer sang the song slowly and asked the participant to imitate the song. After practicing for several times, finally the writer asked the participants to sing the song one by one. Here is the text of the song.



The students' Perception on the Program of Teras Bahasa Inggris

The writer interviewed 4 students during the implementation of the Program of *Teras Bahasa Inggris*. The interviewed done after the last meeting end.

Teras Bahasa Inggris program seems give them good impression. All the children joining this program say that they like this program. The children joining this program come from different Elementary School. Coincidentally, all the children study at Islamic school. Three of six children joining *Teras Bahasa Inggris* has learned English lesson in their school. However, they feel that they cannot learn English optimally. They learn English with their class teacher once a week for about 30 minutes. They have learned English since at the third grade. However, all the participants say that they like English. They like English because English is fun. A student says that he likes English because some of the Islamic cartoons he watches on YouTube are in English. It motivates him to learn English.

The children like *Teras Bahasa Inggris* program because they can learn English in a fun way. As they mentioned before they cannot study English optimally at school because English is only a local content in their school. They only learn from the book provided in the school. The teacher gave them an example of short conversation and they have to memorize it. The teacher also gives a note on special expression such as Sit down (silakan duduk), stand up (silakan berdiri), open your book (buka bukumu). There is also a student telling that she has a book consisting many examples of English expression but they are blended with Arabic and Indonesian expression such as Nama saya Ali (Indoneisan), Ismi Ali (Arabic), My name is Ali (English).

They like learning English in *Teras Bahasa Inggris*. They can learn English with coloring, cutting then pasting, and singing. They all like the technics used in learning English during *Teras Bahasa Inggris*. However, they seem have their own favorite technic in *Teras Bahasa Inggris*. Three students like cutting and pasting because he think it is very interesting. They do not feel bored when he learns English this way. It just like what they did in kindergarten. Two students like the Fruit worksheet (missing letters in words) and Vegetable worksheet (Unscramble the words). Those two worksheets make them curious and challenged. It takes a hard effort for them to complete the worksheet however he likes its challenging.

A student likes singing a song. The English songs used in this program (Head Shoulder Knees and Toes and One and One) are actually translated from the Indonesian songs (Kepala Pundak Lutut Kaki dan Satu Satu). All the children have already known and are familiar with the songs. However, they seem find it difficult when they have to sing the song in English. Besides, they like *Teras Bahasa Inggris* because they can learn English together with their friends during the Covid-19 Pandemi.

CONCLUSION

Online learning during the COVID-19 pandemic actually gives students more time to study. They can study anytime and anywhere without having to go to school, so that they have more free time at home, but sometimes this makes students feel bored. This free time can actually be used to learn new things, one of which is learning English such as the English Terrace program organized by the author at his home.

This program aims at introducing English more to the young learners around the writer's house. Learning English in this English core program is carried out through lecture and practice methods. Besides that, learning English is also done in a fun way, such as cutting and pasting, coloring, singing. The participants of the *Teras Bahasa Inggris* program consisting of elementary school students looked very enthusiastic while participating in this program.

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