



THE IMPORTANCE OF ENGLISH FOR EARLY CHILDHOOD AT NURUL IMAN PLAYGROUND

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Abstract:

English learners in primary schools in Indonesia can be categorized as young learners and beginners. This research aimed to conduct community service to improve the awareness of society toward the importance of English for early childhood at Nurul Iman Playground. This research uses the Asset-Based Community Development (ABCD) approach, which emphasizes the importance of utilizing existing assets and potentials within the community. The location of this research was Nurul Iman Playground Pakuniran Village Probolinggo city. Community service in accordance with the plan so that it runs smoothly. The lessons that have been given to students provide benefits for the future. The teachers at Nurul Iman also support this teaching practice to provide learning to their students in learning English about the vocabulary of animal names and how to pronounce them. This community service has relevance to the needs of students at Nurul Iman in order to support their English needs in mastering vocabulary pronunciation properly.

Keywords: Teaching English, English for Young Learners, Community Service.

INTRODUCTION

Learning English as a foreign language in Indonesia can be given starting from elementary school level. Primary school learners in Indonesia are on average in the age range of 6-12 years (Nidya, 2019). The children are educated in elementary school for 6 years, that is, from Grade 1 to Grade 6 (grade 1 to grade 6). Classes 1, 2 and 3 are categorized as lower grades, while classes 4, 5 and 6 are categorized as upper grades. Children in the lower grades are 6-8 years old, while children in the upper grades are 9-12 years old (Husna et al., 2025).

English learners in primary schools in Indonesia can be categorized as young learners and beginners (Herlambang & Adri, 2024). The primary school students are called young learners (young learners) refers to their young age that is between the range between 6-12 years. Meanwhile, students are also referred to as beginners because most elementary school students in Indonesia only learn English as a foreign language first in elementary school.

Furthermore, (Nidya, 2019) teaching English to elementary school children teachers or educators need to design or prepare learning that suits the nature and character of children. The characteristics shared by learners between the ages of 6-12 years greatly influence their way of learning both at school and outside of school. These are the characteristics primary School English learners tend to have short attention spans, active learners, love to be praised or rewarded, every English learner in elementary school has a different language experience from each other, English learners of primary school age tend to be more courageous and not shy in doing, trying and learning new things. The other characteristics are primary school age English learners respond well to English through the presentation of concrete objects (visual

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objects) rather than the use of abstract objects, love to learn while playing, imitate (imitating) and demonstrate with a look (mimicking) and often pay more attention to themselves than others.

The material to be delivered to students is certainly planned through appropriate steps so that the goals in learning can be carried out (Akbar, 2020). If the educator is involved in learning in all kinds of ways or steps that he develops, then the role as a teacher is to function as a learning leader or learning facilitator, while the child plays the role of a student or individual being taught. The effort of educators or teachers in the process is to teach children so that learning goals can be achieved, therefore learning methods are needed.

Method literally means "way". In common usage, a method is defined as a method or procedure used to achieve a particular goal (Sutikno, 2019). The word "learning" means all efforts made by educators to make the learning process happen to students. So, learning methods are ways of presenting subject matter that are carried out by educators so that the learning process occurs in the learners in an effort to achieve goals. So from the above understanding it can be concluded that the method is a way that is done in learning activities to convey subject matter and this method is done to achieve certain goals in learning.

RESEARCH METHODS

This research uses the Asset-Based Community Development (ABCD) approach, which emphasizes the importance of utilizing existing assets and potentials within the community. ABCD is a sustainable empowerment method based on the assets, strengths, and potential of the community. As a result, the community takes responsibility for development in this case. The Asset-Based Community Development (ABCD) approach developed in North America as an innovation in development strategies focused on the needs of communities, both urban and rural. This approach gained attention because it emerged from the frustration of several activist groups with the long-standing needs-based methods used in government and private services.

As a method of community empowerment, the ABCD approach emphasizes the strengths and assets owned by the community, unlike traditional approaches that often focus on problems and deficiencies. With great potential in optimizing local resources, this approach can strengthen both the economic and social aspects of the community in a more sustainable manner (Rahmawati, 2019.)

The steps in research or facilitation are as follows: inculturation (introduction). This stage is conducted in the first week, through the inculturation process, the facilitator blends into the daily life of the community. This phase provides an opportunity for observation (Rezkhi, 2023).

RESULTS AND DISCUSSION

Community service was chosen at Playground Nurul Iman school because it was deep. This school still lacks students' ability to learn English especially in pronunciation. And also, in this school students don't know much animal names from English. So, the author teaches the names ewan from English and how to pronounce it. After seeing and reviewing the needs of students who are still minimal in knowing the names of animals from English and how to pronounce them, where the

introduction of animal names is a basic material for very young learners and needs to be taught, this teaching practice is important to improve students ' knowledge of animal names from English and how to pronounce them.



Picture 1. Progress of teaching and learning

Community service in accordance with the plan so that it runs smoothly. The lessons that have been given to students provide benefits for the future. The teachers at Nurul Iman also support this teaching practice to provide learning to their students in learning English about the vocabulary of animal names and how to pronounce them. With this community service, students are also expected to continue to be more eager to learn English or other foreign languages. However, foreign language is a foreign language that needs to be learned in the world of education because by learning it can provide benefits for the future at a time like today.



Picture 2. Take picture with students and teachers

Therefore, from this community service obtained that encourage students to learn English. Students ' knowledge increases related to the vocabulary of animal

names. Students' ability in vocabulary pronunciation still needs to be improved. According to Nur'aini (2018) in (Iskandar, 2023) game-based learning, is a learning model that combines games in learning where the games played have been designed based on the material to be learned.

In addition (Zhong, 2019) states that game-based learning is the result of an integration between learning methods and games that are designed to be interesting and challenging. The combination of the two will then create a game-based learning situation that students are expected to be able to complete the game independently in the form of individual or group collaboration.

Kavak (2022) has a not much different view where game-based learning is stated as a pattern in delivering learning content by utilizing games to attract and engage students in developing new knowledge and skills to achieve specified goals, results and learning experiences. In achieving this, it is done by the way the teacher explains new concepts to the students and continues by practicing these concepts into the game.

Based on the understanding can be concluded that game-based learning is a way used in learning that combines games in learning that are designed with interesting and challenging to involve students in developing their knowledge.

In game-based learning there are several things that must be considered in the selection of games according to (Iskandar, 2023) namely:

1. Educational games
2. Ease of use
3. Directed to the achievement of goals
4. Developing students' thinking power
5. Attractive appearance

CONCLUSION

The place for community service chosen is Nurul Iman Playground school which is still lacking in the ability of students to learn English, especially in pronunciation. This teaching practice selects 2nd grade students who still have minimal knowledge of English. By looking at these conditions, teaching practice needs to be done to help students improve English language skills by teaching English names and pronunciation. This community service has relevance to the needs of students at Nurul Iman in order to support their English needs in mastering vocabulary pronunciation properly. English for young learners expand gives students English vocabulary about animal names as well as how they are pronounced. Practice the vocabulary every day so that students always remember it. Ask questions related to the vocabulary by imitating the sound of the animal so that students are able to develop the vocabulary.

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