



THE ADVANTAGES OF TEACHING ENGLISH TO YOUNG LEARNERS BY USING OBOT GAME SONG

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Abstract

English is an international language. It becomes one of the compulsory subjects that must be taught in the junior high school, senior high school, and university as a foreign language. As time goes on, the needs of learning English change, and the ways to learn it do too, so the ways to teach it become different too. English which is taught as a compulsory subject at the junior high schools up to universities, nowadays the era of Asian Economic Community (AEC) becomes more and more important in the education field even in the early childhood education program. In the earlier use of teaching and learning English is a compulsory subject while in the earlier education mainly early childhood education program, play group, kindergarten, and elementary schools it is used as a local content curriculum. Since children are naturally still eager to play games, it is necessary to get them as young learners involve in the English teaching and learning process by using OBOT game song. The advantages of teaching and learning English through OBOT game songs are raising the motivation of learning, giving lively and lovely situation in the English class, empowering individual responsibility in group work, and last but not least preparing young learners to face the global era and preparing them to face the era of AEC.

Key words: young learners English teaching and learning, OBOT game song, advantages

INTRODUCTION

Teaching English for young learners will very completely different with teaching English for adult. Young learners are unique. They are different with adult, they have very different needs, interest and abilities from adult and more enthusiastic than adult in language activity. In Indonesia, interest in teaching English to young learners has been steadily growing in recent years. Many parents believe that by studying English from early stage their children will get a better future. The fact is that English is an international language. It becomes one of the compulsory subjects that must be taught in the junior high school, senior high school, and university as a foreign language. It becomes the an important factor of school passing grade, but it becomes a nightmare for students as many of the students do not succeed in getting good achievement in this subject. As time goes on, the needs of learning English change, and the ways to learn it do too, so the ways to teach it become different too. English which is taught as a compulsory subject at the junior high schools up to universities, nowadays the era of Asian Economic Community (AEC) becomes more and more important in the education field even in the early childhood education program. In the earlier use of teaching and learning English is a compulsory subject while in the earlier education mainly early childhood education program, play group, kindergarten, and elementary schools it is used as a local content curriculum. The

existence of English becomes more and more important in the universe despite the fact that there still many students fail in it.

There are three major questions proposed in this paper, namely 1) young learners English teaching and learning, 2) OBOT game song, and 3) the advantages of OBOT game song in teaching and learning process.

YOUNG LEARNERS ENGLISH TEACHING AND LEARNING

Every child has her or his own way of thinking, way of doing something, and way of getting something. But children in general have something in common mainly their first source of learning language. They learn their native language with their nearest companion, their mother. By the time goes on they achieve their fluency. Children who are taught in a new situation get amazing things, find miracles from the new words of older persons communicating with them.

To know how young learners study is to know how young learners behave in general, to understand what young learners want in turn to know how to teach young learners. What young learners want may be shown by how they behave; therefore teachers had better understand why young learners behave so. By understanding the reason why young learners behavior, teachers can make a suitable planning for teaching and learning process.

Arntsen (2016) states that young learners are generally very enthusiastic about songs, especially if they can sing along, and active games. It is also stated that teachers provide lots of encouragement and positive feedback, teaching and learning which is free of stress to involve students in. From the statement it is inferred that what young learners want is something which can give them fun, enjoyment, courage, and positive feedback.

The characteristics of young learners (2009) states that children commonly speak more slowly, use more distinct pronunciation, use shorter, less complex sentences, use more rephrasing and repetition, make frequent meaning checks with the listener to make sure that he or she understands, use gesture and visual reinforcement, use greater concrete references, use scaffolding.

From the previous statement, it can be inferred that the characteristics of young learners become one of the based aspects of making lesson plan, choosing the suitable topic or theme, and deciding evaluation types.

Related to students behavior, teachers should not only teach young learners with teaching materials in this case English but also underlying the basic principles which they should understand. Underlying the basic principles how to behave well is to prepare their behavior for further step. So, in this case teachers do not only teach but also educate them.

OBOT GAME SONG

OBOT game song is a process of teaching and learning by using a song for game where each student has a turn at the game. OBOT in this case stands for One By One Turn. It means students get their turns one by one in groups.

Preparation for the learning and teaching is done by choosing a song which is suitable for the students, and theme or topic related to the lesson being discussed. The next step is dividing the

lyric into amount as much as numbers of group members. Each part of the lyric of the song chosen is then written on a piece of paper. The writing must be big so that it is readable for the whole class. The part of the lyric is then multiplied by four to meet the need of the groups.

The game starts by giving information about the game song, followed by making the class into four groups. After four groups are composed, instructions on how to play the game song are given. The teacher gives time to the students to listen to a song together. After that, each of the groups is given the lyric which has been written on pieces of paper, and each member gets one piece. After all the students in the class get the lyric, they are given time to discuss the sequence of the worksheets related to the song given in groups. While the students are having a discussion, the teacher prepares a board divided by four in which each division is given name of the group. The teacher can also prepare four boards for each group as a media to fit the worksheets on.

The following step is that all the students in the class are asked to stand up, and each student holds a piece of paper, listening to the song, and singing together. One by one, the students stick the papers in sequence in accordance to the song on to the board which is for their own group. The group which finishes the song becomes the winner.

The teaching and learning process is then continued by discussion on understanding the song. In the discussion the students are given time to ask questions, to explore the song, to analyze the song, and then to communicate the result of the discussion to the class. The questions are related to social function, text structure, and language features of the song

The discussion on the social function includes the topic, issue or case; the purpose, function, or message; the background, or cause; the result, impact, or advantages; the attitude, or value; the role or function of the writer /composer or the speaker; the role and function of the listeners or readers; the context. The text structure includes the view, or opinion belongs to the main idea of the text or song. It also includes arguments, steps, events, and description. Outline of the song, and reference of meaning.

The language features to be discussed are synonyms, word orders, articles, pronouns, agreements, references of grammar, conjunctions, and prepositions

THE ADVANTAGES OBOT GAME SONG IN TEACHING AND LEARNING PROCESS

Songs give good sides for students especially in the process of learning and teaching. They can raise students' motivation to study. By singing songs the students can express their feelings, whether expressing the feeling of happiness or unhappiness. By singing, the class will look lively and lovely, will have fun comfort, and enjoyment. Their energy will be balanced, energy of doing serious things and energy of doing relaxation mainly by singing. They save their emotion, emotion of positive things and emotion of negative things. When the energy and emotion are balanced they will feel at ease. When they feel at ease, and happy after singing, they will be at ease to do everything including to study. Thus, their motivation to study raises. Songs promote cultural aspects, and also vocabulary aspects so they can be the source of power to introduce nation in global era. By singing songs, students can practice their skills mainly listening, and speaking in this case their pronunciation. In this game, individual student will communicate with other students of the same group in the form of discussion preparing the song. Game Song can train students to think fast. While listening and singing each student must pay attention to her or his turn to fit the paper.

DISCUSSION

The important points of discussion are referenced theoretically and empirically. The steps are as the following: (1) what young learners are, (2) what the characteristics of young learners are, (3) how young learners behave, (4) what young learners want, (5) how to teach young learners.

To be able to teach young learners well must be able to know what young learners are. According to Shelagh Rixon (2012) young learners are: 1) students or learners in the ages of 6 to 12, they are studying at primary school, 2) students or learners of 6 – 16, they are at elementary schools and secondary schools.

According to Brendon (2012) young learners have characteristics in general, they are: 1) have short attention span. So teachers should vary their techniques to break the boredom. they should give varied activities as handwriting , songs , games etc. 2) are very active. Teachers should try to ask them to play games , role play dialogues and involve them in competitions, 3) respond well to praising. So teachers should always encourage them and praise their work, 4) differ in their experience of language. Teachers should treat them as a unit , not to favour those who know some English at the expense of those who do not know, 5) are less shy than older learners. Teachers should ask them to repeat utterances , resort to mechanical drills, 6) are imaginative, that is why teachers should use pictures to teach new vocabulary related to concrete meanings, 7) enjoy learning through playing. Young learners learn best when they learn through games. Teachers should let games be an essential part of your teaching, 8) are less shy than older learners, 9) enjoy imitating and skilfull in listening accurately and mimicking what they have heard, 10) respond well to rewards from the teacher, 11) have limited writing and reading skills even in their first language, 12) they are more concerned about themselves then others, 13) have limited knowledge about the world, 14) enjoy fantasy, imagination, and movement.

There are also some children's special characteristics in learning the language. They are as the following: 1). Children respond the language well through concrete things (visual things) rather than abstract things, 2). Children need physical movements and real activities to stimulate their thinking, 3) Children will be enthusiastic if they are taught using fun activities or being involved in activities, 4) Children love to play, and learn best when they are enjoying themselves, 5) Children learn well through something that is close to their culture, 6) Children like to work together.

According to Darmawan (2010) students have characteristics as follow: 1). involuntary attention 2) limited attention, 3) holistic skills, 4) inability to observe regularities and causal relations, 5) underdeveloped problem-solving skills, 6) weak memory, 7) limited experience, 8) hic-et-nunc reasoning, 9) underdeveloped aptitude, 10) mechanical memory, 11) lower order processing, 12) underdeveloped interactional skills, 13) motivation, 14) literacy (and numeracy), 15) ongoing categorization.

According to Arntsen (2016) it is important that students learn good behaviour early. When students learn good behavior they will behave well to in learning English. Students want relaxation and fun, so teachers should make the lesson relaxed and fun. It is to encourage students to participate (Arntsen, 2016).

From the previous findings it is necessary for teachers to teach young learners based on the students, the teachers, and the environmental background.

In the process of teaching and learning English, the main teaching materials of song are the last teaching materials of the academic year, so that they are normally given in the months of May. If

the song is given as a part of teaching and learning process, one of the step is by giving the game song as the pre-activity or as the post-activity.

Preparation for teaching and learning by using the OBOT Game Song is done by making lesson plan and providing teaching materials and media. The lesson plan consists of identity such as name of school, subject, class/semester, material or topic, and time allocation. The main part of the lesson plan consists of instructional objectives, basic competence, competence achievement indicators, materials, methods, teaching media, source, steps, and assessment.

The main teaching materials is a song, and the media or the game song is a board for a group, worksheet, in this case a piece of paper containing part of lyrics of a song for a student, one piece for each student. Beside media for game song, other equipments such as tape player or CD player, learning materials such as text of songs, worksheets containing tasks or assignment for the students, instruments for assessment and answer key are also prepared.

The planning of teaching and learning process is composed as the followings: warming up activities mainly orientation by the teacher opening the class with opening prayer, checking the students presence. Asking the students about last materials relating to the teaching materials being discussed. Stating the instructional objectives. The teacher then giving information about the advantages of learning the next materials.

IMPLEMENTATION

The Scenario of teaching and learning process: the teacher turns on the player playing a song, and the students listen to the song. Then the teacher divides the class into four groups, after class divisions the teacher elaborates how to work in groups, distributes worksheets. The worksheets contain lyrics of a song. After distributing the worksheets, the teacher gives time to the students to have group discussion. When the students finish their discussion the teacher turns on the player again. While listening to the song, the students are asked to stick or attach the worksheet on the given media one by one until the song finishes. The first group which is able to finish the song can win the game.

The game has finished but the process of learning and teaching has not. It is continued by discussion on understanding the song. In the discussion the students are given time to aks questions, to explore the song, to analyze the song, and then to communicate the result of the discussion to the class. The questions are related to social function, text structure, and language features of the song.

The process of discussion does not include all of the aspects found in the previous discussion of social function, text structure, and language features of the song. It implement only some of the important parts in each aspect found in the song suitable for the students in this case young learners.

RESULT

The teacher uses OBOT Game Song in the process of teaching and learning. The result is that the whole class takes part in the teaching and learning process, as each student gets her or his own responsibility to complete the song. Each of the students gets to know when she or he should come up before class to accomplish individual task for the sake of group work. Each student is alert to take part, because it needs fast respond to fit the sheet work on the board. Every student

sings along the song. They seem express their feelings fully, they look happy, the class runs lively and lovely.

CONCLUSION AND SUGGESTION

Based on the previous discussion on what young learners English teaching and learning process is, how young learners behave, what OBOT game song is, and the advantages of using the OBOT game song, it can be concluded theoretically that teaching and learning English by using OBOT Game Song get advantages, they are raising the motivation of learning, giving lively and lovely situation in the English class, empowering individual responsibility in group work, and last but not least preparing young learners to face the global era.

It is suggested that schools give more chance and facilities to teachers to implement the OBOT game song in the process of teaching and learning especially English, teachers use the OBOT game song in teaching, teachers choose suitable songs, students join the lesson which implements the OBOT game song for studying, and the school library keep the paper of the OBOT game song as a source of reading material for visitors of the library.

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