THE IMPLEMENTATION OF ENGLISH TEACHING LEARNING PROCESS FOR YOUNG LEARNERS IN TK HARAPAN, SEMAMPIR DISTRICT, SURABAYA, ACADEMIC YEAR 2021/2022

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Abstrac

The aim of this study was to describe the implementation of English learning in TK Harapan. This study applied the qualitative approach in form of a descriptive research. The data source was teacher, documents (weekly plan program, daily lesson plan, instruments for assessment, the students' works, photos and videos. The data collection was conducted by interview, documentation, and observation. The data validity was conducted by applying the source and technique triangulations. The technique of data analysis was conducted by data reduction, data display, and verification. The result showed media used was flashcard, LCD, projector, and English textbook for Kindergarten.The methods of English teaching learning process applied were TPR (Total Physical Response), song, and game. The learning implementation was applied through composing the daily lesson plan which including five procedures namely before coming into class, opening activity, apperception activity, opening activity, main activity, and closing activity. The assessment was conducted by observation, check-list, and portfolio. The English learning for young learners was focussed on listening and speaking skills. Based on the data in this study, it could be assumed that the English teaching learning process in TK Harapan had worked well and it was able to develop the English ability of young learners.

Keywords: *Implementation, English Teaching Learning Process, Young Learners*

A. Iintroduction

Learning English for young learners in Indonesia focused on PAUD has not become the main subject yet[1]. Furthermore, an English education expert named Pinter said that the standard for PAUD learners (aged 3-6 years) in learning English focuses on several things. First, developing listening skills and vocabulary for speaking skills by using real and familiar objects. Second, there is no understanding of grammar because children cannot analyse the structure of English well. Third, there is no mastery of reading and writing skills.

The description above is an adjustment based on the characteristics of children who are still unable to analyse language in a complex and in-depth manner compared to adults who are more mature. Furthermore, Siregar (2018) formulates the characteristics of young learners at the kindergarten level in learning English as follows: First, children still have short concentration but they are enthusiastic about things which are easy to learn; second, children have high motivation and like to be involved in learning activities; third, children like to discuss the things they like; fourth, children are very slow in learning and easy to forget; fifth, repetition must be done by children; sixth, children are limited in motor skills but they like to move and they are so

[1] Dja'far, Veri Hardinansyah. "Analisis kebutuhan pada pengajaran Bahasa Inggris di PG-PAUD." *Jurnal PG-PAUD Trunojoyo: Jurnal Pendidikan dan Pembelajaran Anak Usia Dini* 4.2 (2017): 92-102.

energetic; Seventh, children like imaginative things, art, and colouring.[2]

In line with the opinion above, Sefrina (2013) explains that children are easier to understand new vocabulary by holding or looking at the objects around them[3]. This is because young learners has a low level of concentration. So, an innovative learning activities are needed in the learning process.

There are problems found in the teaching learning process which involves the teachers and young learners which can hinder the teaching learning process. Preliminary studies conducted in English extracurricular activities at Harapan Kindergarten Surabaya proved the technical problems found during learning including lack of classroom management skills, lack of English language educators, and less varied media. Furthermore, classroom management is related to the way the teachers manage classroom conditions to be conducive. The observations conducted on January 25th, 2022 in class A proved that when English learning activities took place in class, the children seemed to be busy playing with their friends, while the teacher cannot handle it well. Then, the second problem is the lack of English educators in

[2] Siregar, Alfitriani. *Metode pengajaran bahasa Inggris anak usia dini*. Lembaga Penelitian dan Penulisan Ilmiah AQLI, 2018.
[3] Sefrina, Andin. *Deteksi Minat Bakat Anak*. MediaPressindo, 2013.

kindergarten. This was evidenced in an interview with the principal on January 24, 2022, who explained that there was only one teacher who taught English at this school. This statement was also proven when the researcher made observations in classes A, B1, B2 on January 25, 2022. It was seen that only one teacher taught English extracurricular for three classes.

The last problem found is that English learning media is less varied. Based on the observations and interviews conducted in class A with English extracurricular teachers on January 25, 2022, it was shown that the learning media used by teachers were English textbooks from schools. In addition, young learners feel difficulties in the process of learning English. This is because English is not their first language. Therefore, they cannot pronouncing the English words correctly.

Although those problems hinder the learning process, learning English which is an extracurricular activity is unique activity compared to other activities in other kindergartens. Based on a preliminary study conducted during January 2022, it was found that there are several interesting things which are of concern. First, an interview with the principal on January 24, 2022 showed that the teacher who taught English extracurricular was the school's core PAUD teacher and did not have an English educational background, but she had

received English language training from a language course institution facilitated by the school. This shows that the English teacher teaches young learners by combining the knowledge of young learners education and the English skills they master. Second, English extracurricular activities are held during regular lesson hours which is conducted every Friday at 08.00 am. Whereas, the extracurricular activities should be held outside of regular study hours. However, this kindergarten still allocates one regular study for English extracurricular activities. Third, English learning media used are only textbooks, picture paper, LCDs, laptops, and projectors. Although the learning media is less varied for language introduction, the teacher is able to motivate children to learn English with a happy classroom atmosphere.

Based on the previous studies conducted by the researchers, learning English in kindergarten reflects the standard of learning English for young learners which focuses on the introduction of literacy according to the characteristics of children at the age of 4-6 years although there are many problems which hinder the learning process. Therefore, the researchers are interested in conducting a research entitled "THE IMPLEMENTATION OF ENGLISH TEACHING LEARNING PROCESS FOR YOUNG LEARNERS IN TK HARAPAN, SEMAMPIR DISTRICT, SURABAYA, ACADEMIC YEAR 2021/2022".

B. Theoritical Framework

1. English Teaching Learning Process for Young Learners

English is a foreign language which has an important role in establishing communication around the world. Learning English for young learners is seen as a learning program specifically held by a school with a focus on developing English as a second language[4]. Kindergarten in this case try to develop children's ability to speak English through a structured program.

Furthermore, Arumsari (2017) explains that English teaching learning process for young learners is a language learning which has a characteristic that children must acquire English language skills as a communication tool and learning tool[5]. It means that learning English for young learners is a requirement which must be mastered in order to develop communication skills.

In addition, learning English for young learners is defined as a process of introducing foreign languages to children which consists of several language components such

[4] Aini, Miza Rahmatika, and Peni Nohantiya. "PENINGKATAN KEMAMPUAN BAHASA INGGRIS SEBAGAI BAHASA KEDUA BAGI SISWA DESA JATINOM." *JMM (Jurnal Masyarakat Mandiri)* 4.3 (2020): 338-347.

[5] Arumsari, Andini Dwi, Bustomi Arifin, and Zulidyana Dwi Rusnalasari. "Pembelajaran Bahasa Inggris pada Anak Usia Dini di Kec Sukolilo Surabaya." *Jurnal PG-PAUD Trunojoyo: Jurnal Pendidikan Dan Pembelajaran Anak Usia Dini* 4.2 (2017): 133-142.

as grammar, vocabulary, and pronunciation[6]. Thus, the substance of English learning activities for young learners includes language competencies and skills taught in an integrated manner in daily life.

Besides, the efforts to achieve the goals of learning English for young learners should be adjusted to the learning standards[7]. A good management of learning activities will have a positive impact on the progress of children's development, especially in mastering English.

2. English Learning Planning for Young Learners

English learning planning for young learners includes several steps such as preparing RKH (Daily Activity Plans), determining class settings adjusted to learning process, and providing media and learning resources in the form of tools and materials as teaching aids in the activities which will be conducted[8]. The process of planning English language learning for young learners is also inseparable from the media, teaching materials, and English learning methods for young learners which will determine the form of classroom activities.

a. English Learning Media for Young Learners

[6] Uzer, Yus Vernandes. "Strategi belajar bahasa inggris yang menyenangkan untuk pendidikan anak usia dini." *PERNIK Jurnal PAUD* 2.1 (2019): 86-95.
[7] Kustiawan, Usep. *Pengembangan media pembelajaran anak usia dini*. Penerbit Gunung Samudera [Grup Penerbit PT Book Mart Indonesia], 2016.
[8] Febriyanti, Febriyanti. "Pengenalan Bahasa Inggris dalam Pembelajaran PAUD di Taman Kanak-Kanak Kota Bandung." *Jurnal Pedagogik Pendidikan Dasar* 4.1 (2016): 145-159.

Gerlach & Ely classifies English learning media as follows: first, still images in the form of text, display boards, slides, film strips, and overhead projectors; second, motion pictures, both black and white and colour, sound or muted; third, sound recordings, both cassettes and CDs; fourth, television; fifth, English learning application software which is interesting for children[9].

Muryanti (2011) explains that there are some English learning media for young learners. First, flash cards (picture cards). These media are more focused on mastering English vocabulary. Second, realia. This media is a real media included in the category of visual media (the object is not presented in the classroom, but the students can see directly to the object). Third, dolls. This object is one of the comparison models which are imitation objects of humans or animals (the use of dolls are played in the form of puppet). Fourth, computers. This visual IT media can be used through various English learning software to introduce English vocabulary and pronunciation.[10]

b. English Learning Materials for Young Learners

[9] Kustiawan, Usep. *Pengembangan media pembelajaran anak usia dini*. Penerbit Gunung Samudera [Grup Penerbit PT Book Mart Indonesia], 2016.
[10] Muryanti, Elise. "Bahasa inggris untuk anak usia dini." (2011).

Learning material is used as the basis of many language inputs for children to receive and practice language which occurs in classroom[11]. It means that the learning materials deliver essential knowledge and skills of the subject in the public school curriculum through the media or a combination of media to convey information to children.

c. English Learning Method for Young Learners

Learning methods affect children's learning outcomes. Here are some suitable methods for young learners in Learning English. Those are Total Physical Response (TPR), singing method, playing method and storytelling method.[12]

Those methods above should be appropriate to the characteristics and needs of children done through fun activities but still contain educational elements for children, especially for the development of children's English skills.

[11] Rohman, Syaifur. "Membangun budaya membaca pada anak melalui program gerakan literasi sekolah." *TERAMPIL: Jurnal Pendidikan dan Pembelajaran Dasar* 4.1 (2017): 151-174.

[12] Huda, Nurul, and Sri Haryanti Dahlia. "Peningkatan Kemampuan Berbahasa Inggris Anak dengan Menggunakan Metode Total Physical Response Pada Kelompok B di TKIT Baitul Iman Semarang." *Journal of Studies in Early Childhood Education (J-SECE)* 1.1 (2018): 41-51.

3. Implementation of Learning English for Young Learners

   Learning is a series of activities which should be done carefully. Its process is guided by certain procedures divided into three parts. Those are preliminary activities, core activities, and final activities[13]. These activities are done by adjusting the condition of young learners in the classroom.

4. English Learning Assessment for Young Learners

   Assessment is a process of collecting, reporting information on children's learning outcomes by reporting accurate authentic evidence. Learning assessments provide detailed information about children's development for teachers so that teaching can be developed and the learning needs of students are achieved[14]. In addition, Iftitah (2019) explains that English assessment for young learners can be done in three ways. Those are observation, check-list, and portfolio which can then be input for teachers, children, and parents.[15]

C. Research Method

This research was conducted at Harapan Kindergarten, Semampir district, Surabaya and was conducted from January 2022 to February 2022. The approach used for this research was a qualitative approach with a descriptive type of research.

[13] Purba, Ramen A., et al. *Media dan Teknologi Pembelajaran*. Yayasan Kita Menulis, 2021.
[14] Febriana, Rina. *Evaluasi pembelajaran*. Bumi Aksara, 2021.
[15] Iftitah, Selfi Lailiyatul. *Evaluasi Pembelajaran Anak Usia Dini*. Vol. 111. Duta Media Publishing, 2019.

The data sources for this research were teachers, documents such as lesson plans, teacher assessment instruments, and the children's work, as well as photos and videos related to the implementation of learning English. Data collection techniques used were interviews, documentation, and observation. The validity of the data was carried out by triangulation techniques on sources and techniques. The data analysis technique was carried out by data reduction, data presentation, and verification.

D. Research Findings and Discussion

The results of the analysis show that the implementation of English teaching learning process for young learners as an extracurricular activity at this school consists of English language learning media and methods, planning, implementation and assessment which shows the achievement of the children's English skills.

1. English Learning Media and Method for Young Learners

   Media and learning methods are two components closely related in a teaching learning process. This is appropriate to the characteristics of young learners who want a fun learning process such as playing activities so that they can understand the material presented by the teacher.

a. English Learning Media

Based on the interview results with the headmaster of TK Harapan on January, 15th 2022, it was found that the teachers used some media in the teaching learning process. She said,

"Untuk sarananya ya berupa buku paket, lalu disediakannya pula laptop, LCD, proyektor apabila memang dibutuhkan dalam pembelajaran dan seringnya juga guru ekskul yang menyediakan tambahan berupa kertas bergambar atau flashcard gitu juga sebagai penunjang pembelajaran. Prasarananya ya memang belum ada ruangan khusus ekstrakulikuler Bahasa Inggris, namun menyesuaikan dengan kelas yang tersedia" (OKP/INT/KS)

Based on the interview above, the teacher explained that the picture papers (flashcards) are media usually used to support English teaching learning process for children when doing activities in class. Instead of flashcards, teachers also use laptop by collaborating LCD and projectors in facilitating children's English learning activities. This can be seen in the results of observations during core activities on January 5, 2022 and January 7, 2022 in class B2. The results of the observations also illustrate that the teacher uses laptop, LCD, and projector media to play a video containing the material about the clothes.

b. English Learning Method

Researcher interviewed the teachers to get information about the problem of English learning methods. The result of interview with teacher is as follows**:**

"biasanya ya kita cuma bernyanyi lagu bahasa Inggris yang simple dan mudah diingat saja, terus saya ajak bermain tebak tebakan supaya tidak bosan juga" (MTP/ INT/G1)

Furthermore, observations in classes A, B1, and B2 conducted by the researchers from January 3rd to February 8th, 2022 showed that there were three English learning methods applied by the teacher including TPR, singing, and playing methods.

1) TPR

This method can be seen in the observations done in class B1 on January 11th, 2022. The teacher asked the students to sit in a circle form while singing an English song with the lyrics *"Sit together, sit together, look at me, look at me, how are you today, how are you today, look at me, look at me*". The lyrics of this song taught the students about their readiness to participate in learning. In addition, this method is able to train children in speaking and listening skills with correct pronunciation because the teacher gives an example of pronouncing song lyrics.

2) Singing Method

The application of this method can be seen in observations in class A on January 15 th, 2022. The results of the observations showed that teachers use the song method to familiarize children with greeting material. Hello-hello and good morning songs are performed at each opening session of the activity so that children memorize simple expressions to give greetings in English.

3) Game Method

The application of this method can be seen from the observations in B2 class on January 5th, 2022. The results of the observations showed that the guessing game is always used by the teacher in the core activities. In the application of this method, the media is presented to the students, then they were instructed to immediately guess the animal in English. The explanation above can be concluded that the guessing game method with the concept of 'who gets it fast' is always used by teachers in learning English for children.

2. English Learning Plan for Young Learners

The Harapan Kindergarten teacher has made a plan in an English extracurricular activity. Based on the interview with the teacher on February 3rd, 2022, the teacher said that:

"saya biasanya membuat RPPH saja sih sesuai dengan tema pada pelajaran biasa sehingga materinya tetep sama. Ya ini memang ektrakulikuler sih tapi tetep saya kudu laporan ke bu kepala sekolah gimana itu kegiatan ekstranya." (Perencanaan/INT/G1)

The results of this interview with the teacher describes that the teacher prepared the RPPH document in planning English learning. In addition, the results of observations made by researchers from January 3rd to February 8th, 2022 in class A, B1, and B2. The researcher found that there were five learning procedures when English extracurricular activities were carried out including preliminary activities before entering class, opening activities, apperception activities, core activities, and closing activities. The description of the implementation of these activities can be seen as follows:

1) Activities Before Entering Class

This activity aims to invite young learners to immediately enter class. To get their attention, the

teacher invites them to sing together so that they also want to sit in an orderly manner in class. The observations in B1 class were conducted on January 11th, 2022.Based on the results of the observations, the teacher seemed to invite young learners to sit in an orderly manner, but this was not easy to do. Then the teacher asked them to sing *Sit together, sit together, look at me, look at me, how are you today, how are you today, look at me, look at me*. In addition, the teacher also seemed to ask the children to pat their own thighs.

a. Opening Activity

The opening activity focuses on prayer and greetings at the beginning of the lesson. Through prayer activities, the teachers can introduce and nurture children to always be close to God. The results of observations on January 11th, 2022 in class B1 showed that the opening activities were carried out with prayers and greetings for learning. In stead of praying, the teacher familiarizes young learners to say greeting expressions. "*Hello-hello and good morning songs"* are always performed at the opening session. Young learners seem to memorize simple expressions to give greetings in English.

b. Apperception Activity

The teacher usually sings in this activity. This can be seen when the researchers made observations in class B1 on January 13th, 2022. The results of this observation illustrate that the teacher uses "*I have two hands*" song to make children excited to start learning with the material about clothing. The song sung contains contents about the types of five senses such as hands, feet, ears, mouth, nose, tongue, and their functions in English. In addition, this learning is able to stimulate children in mastering simple English vocabulary because this activity is combined with movement so that the children are easier to remember and apply it.

c. Core Activity

The results of an interview with an English teacher on February 6th , 2022 showed the following information:

"Kegiatan inti merupakan upaya pembelajaran yang dilakukan melalui kegiatan bermain yang memberikan pengalaman belajar secara langsung kepada anak sebagai dasar pembentukan sikap, perolehan pengetahuan dan keterampilan." (PRP9/ INT/G1)

The results of this interview inform that the core activities in language learning are the teacher's

efforts to provide the children's learning experiences to build good character, practice English in teaching learning process, and develop the children's skills through fun activities. Therefore, they are excited to learn.

The implementation of core activities in English teaching learning process conducted by the teacher is fun activities such as playing and singing. It's proven from children' activities recorded by the researcher from observation on February 5th, 2022 in class A.

The results of this observation showed that the teacher provides material about various wild animals. Then the teacher uses flashcard media (animal picture cards) such as elephant, giraffe, lion, tiger, bird presented to the children. After that, they are instructed to immediately guess the animal in English. The children who were able to answer the animals displayed by the teacher correctly will get appreciation and praise from the teacher. In addition, singing activities, colouring pictures are also carried out in the core activities of English teaching learning process after the teacher explains the learning material. This can be seen from the results of observations on January 9th, 2022 in class

B2. The results of this observation illustrate that after the children receives the material from the teacher, they were asked to colour the picture of clothes provided by the teacher. After that, the teacher invited the children to sing together to relieve boredom.

d. Closing Activity

Closing activities are reflected from the results of class observations. Based on the results of observations conducted in class B1 on January 11th, 2022, it was proven that the closing activity consisted of packing learning equipment, praying and closing greetings. The teacher always invites the children to sing a song at the end of the learning session. Through "*go home"* song with the intonation of "*sayonara" song*, the children will automatically remember a lot of familiar English vocabulary and they will be more fluent in pronouncing it because it is always done at the end of English lesson. Prayer activities are also done by using English. It supports the development of the children's English speaking ability.

3. English Learning Assessment of Young Learners

Assessment is a process of collecting, reporting and using information about the student learning outcomes. The assessment has been carried out by English extracurricular activities at Harapan Kindergarten. Furthermore, the results of interviews with teachers on February 3rd, 2022, showed that there was an assessment in English extracurricular learning as follows:

"Saya biasanya menggunakan observasi dalam penilaian, selain itu kadang saya juga menilai dengan karya anak. sebagai bukti portofolio mereka" (PNL/INT/G1)

The results of this interview showed that the teacher makes an observation concerning on the children development in English teaching learning process. Some aspect such as the children's language development, social aspects, motoric aspects, and cognitive aspects were assessed in the teacher's observations. In addition, the teacher also assessed the children's work during the learning process. The teacher usually collects the children's work into one folder which is commonly known as the children's portfolio. Furthermore, the results of observations from January 3rd to February 8th, 2022 conducted by researchers in grades A, B1, and B2 show several assessment techniques in English learning applied by teachers as follows:

a. Doing Observation

Observation activities were done by the teacher during English class to identify the problems faced by children. In addition, the teacher also assess the aspects of English, for instance, the teacher observes the children's speaking ability by assessing the accuracy of their pronunciation of the vocabulary presented. Besides, the results of observations on January 5th, 2022 in class B2 showed that the teacher analyse the children's activities directly to see how understand the children memorize and comprehend the material about clothes. Furthermore, the teacher also focused on the children's speaking ability when they pronounces the vocabulary about clothes such as jeans, blouse, skirt.

b. Filling Assessment Check List

Filling of check-lists in the English learning assessment is usually done when the teacher makes observations. The components assessed by the teacher are listed in this assessment check-list. Based on observations done by researchers on January 5th, 2022 in class B2, the teacher was carrying a check-list instrument when she was observing children's activities. In addition, the teachers are usually only able to assess six to seven children using the check-list. The

rest of the children is done gradually at the next meeting.

c. Collecting Young Learners' Work

Portfolio is an activity to collect the children's work in to one folder based on the theme being taught to make the teacher easier to evaluate the children's work. Based on the results of the observations conducted on January 23rd, 2022 in A class, it was seen that the teacher was collecting children's work at the end of the learning session.

4. English Ability of Young Learners

Young learners ability to speak English depends on the focus of language development on activities organized by the teacher in the English teaching learning process. For instance, the researcher describes the English learning activities took place in class B1 on January 11th, 2022, showing that the teacher introduces various English vocabularies to children. The teacher also gives examples the way of how to pronounce vocabulary correctly to children. This activity is able to make children feel familiar with the vocabulary. Therefore, they can imitate the teacher well because they have listened to what the teacher said for several times.

Singing activities are also able to stimulate children to speak fluent English. It can be seen from the results of observations in B1 class on January 13rd, 2022. The results of this observation showed that the children excited to start learning when the teacher invited them to sing *I have two hands* song. The song sung contains the material about the types of five senses such as hands, feet, ears, mouth, nose, tongue, and their functions in English. This learning activity can stimulate the children in mastering simple English vocabulary since this activity is combined with the movement so that the children can easily remember and apply it when they practice English speaking ability.

Furthermore, young learners' ability to speak English can be seen from the results of the score. Most of them were scored well in every component of their English skills although they still need more practice. Besides, the young learners' listening ad speaking ability quite good. It is proven by the number of C (enough) and B (good) scores achieved by them.

After conducting the assessment, the teacher concluded that the children's development of speaking ability increased. The results of interviews with teachers on February 6th, 2022 showed the following results:

"yang jelas meningkat ya mbak. Dari segi ngomong ya lumayan, sudah ngerti kosakata lumayan banyak. intinya sih pembiasaan. kalau dibiasakan ya pastinya berkembang kalau ngga ya pasti hilang". (PG/INT/G1)

The results of this interview showed that children's speaking ability increases after participating in English teaching learning process. It was achieved because the children have mastered simple vocabulary in English. They were required to hear and say it.

5. Discussion

The learning media used to facilitate English extracurricular activities at Harapan Kindergarten are flashcards, laptops, LCDs, projectors and English textbooks. These findings are in line with the theory stated by Magdalena (2021) which explains that the media used for young learners in learning English are flashcards, realia media (real media which the children can see), dolls, and computers. In this research, laptop, LCD, and projector media are seen as a technological medium to produce images and sound (video) in order to display material to children. Furthermore, the media for children's English textbooks is only used by the teacher to show the animal picture material to children.[16]

The learning methods applied in English extracurricular activities at Harapan Kindergarten are

[16] Magdalena, Ina. *Tulisan Bersama Tentang Media Pembelajaran SD*. CV Jejak (Jejak Publisher), 2021.

TPR (Total Physical Response), song method (singing), game method (game). The TPR method is very suitable to be done in English teaching learning process for young learners because this method is a foreign language approach method with instructions or commands.[17] In addition, the sing method is one of the most appropriate approaches used for teaching English to young learners[18]. Furthermore, the game method is a characteristic of children who basically really want to play and always play.[19]

English learning planning at Harapan Kindergarten is carried out by the teacher by compiling the RPPH document as a reflection of the activities conducted in the class. This is in line to the notion that planning is a preparation made by a teacher including achievement goals which specifically lead to the allocation of resources for needs, implementation schedules, tasks, and other activities.[20]

The implementation of English teaching learning process in Harapan Kindergarten is implemented in five

[17] Fadlan, Achmad, et al. "Penerapan Metode TPR (Total Physical Respone) Dalam Pembelajaran Bahasa Inggris Anak Usia Dini." *Al-Athfaal: Jurnal Ilmiah Pendidikan Anak Usia Dini* 4.1 (2021): 137-151.
[18] Samad, Farida, and Nurlela Tidore. "Strategi pembelajaran Bahasa Inggris yang menyenangkan untuk anak usia dini." *JURNAL ILMIAH CAHAYA PAUD* 1.2 (2015).
[19] Priyanto, Aris. "pengembangan kreativitas pada anak usia dini melalui Aktivitas bermain." *Jurnal Ilmiah Guru Caraka Olah Pikir Edukatif* 2 (2014).
[20] Ananda, Rusydi, and Amiruddin Amiruddin. "Perencanaan pembelajaran." (2019).

stages. Those are preliminary activities done before entering the class, opening activities, apperception activities, core activities, and closing activities. Those activities are in line with the statement of Sudrajat (2008) which divides the learning procedure into three parts, namely preliminary activities, core activities, and final activities.[21]

English learning assessment for young learners is done by the teacher in several ways. Those are observing activities, making assessment check-lists, and collecting children's work (portfolio). This finding is in line to the theory which states that observation, check-list and portfolio assessments are informal assessments commonly used in learning English, especially in extracurricular activities. [22]

E. Conclusion

The results of this research indicate that the implementation of English extracurricular learning at Harapan Kindergarten has been carried out well by teachers and children. This study found that the learning media used were flashcards, laptops, LCDs, projectors, and young learners

[21] La ode Onde, Mitrakasih, et al. "Integrasi Penguatan Pendidikan Karakter (PPK) ERA 4.0 Pada Pembelajaran Berbasis Tematik Integratif Di Sekolah Dasar." *Jurnal Basicedu* 4.2 (2020): 268-279.
[22] Zaim, M. *Evaluasi Pembelajaran Bahasa Inggris*. Kencana, 2016.

English textbooks. The learning method applied is TPR (Total Physical Response), singing and playing methods. The implementation of learning is carried out through the preparation of the RPPH which includes five activities such as the activities before entering class, opening activity, apperception activity, core activity, and closing activity. Assessment of children's abilities is carried out through observation, check lists and portfolios. Children's English learning is focused on listening and speaking skills.

F. Suggestion

This research is expected to provide useful knowledge for young learners teaching practitioners, parents, and schools in implementing effective and attractive English learning for children so that children's ability to master English skills can be achieved well.

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