

Reenactment Practices to young learners in teaching English

Syamsiah Depalina Siregar, Pipit Rahayu

dsyamsiah@yahoo.com, darariau@gmail.com

Abstract

English is interested by the young learners. They are fun when learning English. It is proved by many young learners follows our free courses in a village. It is located in Sarogodung Village, Sipirok, South tapanuli, North Sumatera. They do not receive English in their formal education. That is the reason of writer gave free courses for them. The aims of this article is to tell that the using appropriate method in learning English be key point approach for the young learners. English can be lovely subject for them. The method used in this article is Reenactment. It is a model reacted from the story. It can be as overt simulation. It used to suggest the young learners' motivation in learning English. The method of the article is descriptive analysis. The sample is young learners consists of 25 people. They come from 7 up to 10 years old. The writer used interview, observation and test to get the data. The result of the article was the young learner enthusiast, full spirit, enjoy in learning English. They do not felt that English is bored. It depends on the suitable method and strategies in teaching and learning the English.

Key word: *Reenactment, young leaner, teaching method*

A. Introduction

The English became a trend and hand in hand with this trend goes the world's education. Education in Indonesia adopted English as a compulsory subject from junior up to senior high school. While in elementary or primary school it is only option course. It happen since curriculum 2013 launched. English be an extracurricular lesson in the formal school. It is stated in minister regulation number 67 year 2013 about basic competence and curriculum structural for primary school.

In fact, young learners are active human. They are spirit full in playing and learning. Based on Piaget, he explains that young leaner or child is thinker and active learner. Linear with the previous definition it means that young learners are easier in absorbing the language, in this case English. They are easiest in getting the language than the adult. Therefore, English is foreign language learnt by the young learners so that they can master deeply well. They still need

advising from the teacher when they learnt the English. In avoiding misunderstanding for the students, they need good, creative innovative teacher to teach them.

Rendering an English lesson to the students of elementary school is an appropriate decision viewed from the fact that the students of elementary school have a period called golden age and they have critical period, the period that children are able to learn anything easily. In this period, their brains are still flexible so that they are able to learn anything, including languages. Besides, children's attitudes to other languages and culture are open and these attitudes help the children learn the languages. Children are able to learn anything at any stage as long as the learning material is presented in a comprehensible way. Therefore, the English teacher should follow a spiral curriculum model in developing competency standard and basic competency in their school-based curriculum, i.e., the one whose content is included in any units but in different levels. Furthermore, the teachers must consider the four main characteristics in their instructions: input, the knowledge framework, the flow of presentation, and reward and punishment.

In teaching English to young learners, in this case, the students of elementary school, the teachers must comprehend the concept of acquisition and learning. Acquisition can be defined as a process of having language naturally or sub-consciously. On the other hand, learning is a process of having language consciously. Krashen and Terrell, (1983: 18) state that acquiring a language is 'picking it up', i.e., developing ability in language by using it in natural, communicative situations. Children acquire their first language, and most probably, second languages as well. Language learning is different from acquisition. Language learning is 'knowing the rules', i.e., having a conscious knowledge about grammar. According to recent research, it appears that formal language learning is not nearly as important in developing communicative ability in second languages as previously thought. In line with children's development and the two concepts above (acquisition and learning), the teaching of English to young learners at elementary school requires situations in which the students acquire language abilities by means of acquisition rather than learning. It means that the students acquire language naturally and communicatively.

Generally, it is difficult to give precise age range of this learner group. However, young learners are usually considered to be pupils between six to ten or eleven years of age. This age

group is commonly represented in the third, fourth and fifth primary grades. These young children “generally display an enthusiasm for learning and a curiosity about the world around them” (Harmer2004:82). Brumfit (1994:5) agrees that they tend to be keen and enthusiastic learners. This is mainly because of the fact that they do not have inhibitions about learning which older children and teenagers often bring to school.

Harmer (2007:82) says that young learners are able to respond to meaning even if they do not understand the meaning of individual words. Halliwell (1994:3) mentions the children’s ability to grasp the general meaning as well. She explains that intonation, gestures, facial expressions, actions and circumstances help young learners to tell what the unknown words or phrases mean. This general message-interpreting skill is already highly developed in primary school children. Apart from this ability to perceive meaning, young learners also show great skill in using their new limited language resources creatively and meaningfully.

According Haliwell (1992: 3) concludes the characteristics of young learners that can provide benefits when they learn the language, namely:

- a. Children easier to interpret the meaning of a sentence without having to understand the meaning of each word.
- b. Children are very creative in using the language. They like to repeat the words they do not understand and incorporate these words in their sentences.
- c. Children have a good capacity in learning indirectly.
- d. Children have a strong ability in play. The use of games and songs have a huge advantage in learning a foreign language.
- e. Children clever imagination, children are more likely to fantasize and imagine.
- f. Language teaching should use a real object, without having to leave the imagination and fantasy of children.

By knowing the characteristics of children, teachers can solve the problems that occur in the classroom and the teacher can teach English to the children well.

Besides of it, the young learners still need effort from his/her environment in learning the language; in this case English. As known that, English is an International language, so that many

people learn and use it in daily activities. Line with above case, the teachers also has core position in delivering the English lesson to the young learners. They must use appropriate media in teaching English lesson. Teachers have main role in classroom activities. They are director and developer material for their class. As the stated before, the target is young learners, it means that the teachers must hard effort in creating learning model for them. They have enough capability to learn English. The teacher must able choose an appropriate model and technique in learning that use for the young learners.

Reenactment is appropriate model for the young learners who active in learning English. Agnew (2004) reenactment is fun. It indulges the twin passions of work and play, which are generally divorced from each other. In this model, the teacher order students to react the lesson that finished learnt. This article is to increase teachers' competence and creativity of the young learners and to develop a model of a story reenactment practice that can be apply in teaching and learning class.

The stages of reenactment:

- a. Reading story: read stories to the students or students who read the story.
- b. Retelling: tell the students to tell a story in the order or the equipment needed to demonstrate the story.
- c. Creating visual equipment: prepare material for use in a demonstration. Material for equipment can be in the form of clay and equipment to paint. It is necessary to involve students in property or equipment makers to demonstrate the story.
- d. Save supplies. After the property is created, painted and put into boxes according to the order of the story. The box could be in love with a photo label so that students easily identify equipment story.
- e. Use equipment story to tell: The motivation of students to use the equipment and demonstrate the story in collaboration or in small groups.
- f. Assessing the results of the story: listen to the story and to motivate students to use the "language or vocabulary in the story or book. This opportunity is to document the use of the language and record stories of students. Note the completeness of the story of

students and their involvement in the case of "major events, characters and students' understanding of the story.

B. Research Methods

This article used descriptive qualitative considering some qualitative characteristics contained in the data analysis. First, the study was based on a real or natural setting that is based on the real conditions. Second, this research data in the form of products storybook for children and textbooks that will be used for teaching English for young learners. The third reason is in line with the opinion of Bogdan and Biklen (1998) which say that the descriptive qualitative has five characteristics, namely: naturalistic, descriptive, process, inductive, and meaning. So this study emphasizes descriptive data describing the phenomena, then convert the data in the form of numbers. This study tries to overview the Learning Model home made story book and a story reenactment which can improve children's ability to read without leaving the national culture and character of the Indonesian nation and able to provide a comfortable atmosphere and fun for children in the language learning process. The sample of this research was young learners in a village called Sarogodung, district Sipirok, South Tapanuli, North Sumatera. The count of the young learners is 78. They are 33 in 5 – 9 years old. Then 45 students are in 10 up to 13 years old. That place be a dedication society place for the researcher.

C. RESULT AND DISCUSSION

At the end of the training, the researcher provides a questionnaire / questionnaire to the participants to determine the response and the difficulties encountered in using this method. Of the 10 questions given in the questionnaire, 8 of which are answered with a choice: "Yes" or "No". While two of the 10 questions: the question number 1 and 10 are given to know the opinions of each participant. The following table shows the answers and opinions of the participants. The results in Group I showed the results of training in students range 5 up to 9, and results in Group II showed the results of training in the range 10 up to 13.

Questions	Group I		Group II	
	Yes	No	Yes	No
1	-	-	-	-
2	32	1	43	2
3	5	28	6	39
4	30	3	42	3
5	32	1	41	4
6	33	-	44	1
7	8	25	7	38
8	31	2	42	3
9	30	3	43	2
10	-	-	-	-

Question No. 1 of the method previously used by teachers to teach foreign languages to students of diverse turns. Some teachers say that they use a method of story or sing, but there is also a method that combines both the story and singing. Most of the other participants responded that they use the method of memorization, singing and memorizing, game, whole brain teaching, songs and applause, debriefing, the practice directly, or using Arabic and Indonesian.

Question number 2 on "whether the Story Reenactment is interesting for children", 32 participants from Group I (96.9%) and 43 participants from Group II (95.5%) answered "Yes ". Only a few participants are not confident with the use of this method, namely one person from Group I (3.1%) and 2 of Group II (4.5%).

Question No. 3 on "whether there is the difficulty of teachers to prepare teaching materials", answer "No" is given by the 28 participants from group I (84.8%) and 39 participants from Group II (86.6%). While 5 participants from Group I (15.2%) and 6 participants of group II (13.4%) answered "Yes".

Question number 4 which asks about "whether kids get creative in using a foreign language after the application of this method" was answered by 30 members of the group I (90.9%) and 42 participants from Group II (93.3%) with a "Yes ". While the three participants of Group I (9.1%) and 3 of Group II (6.7%) answered "No".

Question number 5, which asks about "whether the game is applied in this method helps children to learn a foreign language" get answers "Yes" from the 32 participants of Group I (96.9%) and 41 participants from Group II (91, 1%). Other participants, namely one person from Group I (3.1%) and 4 people from group II (8.9%) answered "No".

Question number 6 is asking about "whether songs used in this method also helps children in learning a foreign language" also get the answer "Yes" from the 33 participants of Group I (100%) and 44 participants from group II (97, 7%). Only 4 participants from Group II (8.9%) answered "No".

Question number 7 on "whether the children have difficulty learning a foreign language with the application of this method", 25 participants from Group I (75.7%) and 38 participants from Group II (84.4%) answered "No". The rest, 8 participants from Group I (24.3%) and 7 participants from Group II (15.6%) answered "Yes".

While the number 8 which asks questions about "whether the story given to children can attract them to be more active learning foreign languages" get answers "Yes" from the 31 participants of Group I (93.9%) and 42 participants from Group II (93.3%). Other participants, 2 from Group I (6.1%) and 3 of Group II (6.7%) answered "No".

Question number 9 were asking about "whether children are more easily understand the words that are introduced using this method compared with the previous method" got the answer "Yes" from the 30 participants of Group I (90.9%) and 43 men from the group (95.5%). The rest, three participants of Group I (9.1%) and 2 of group II (4.5%) answered "No".

While the question number 10 on the advice of the participants to the development of this method gets the answers vary. Some participants answered "very good", others give the answer "so funny and smart, interesting and nice, very good and easy to apply to children, children loved the experience, the experience and skills of children grow". The participants also proposed to

hold training again. Researcher obtained from the participants showed a positive response from the participants about the implementation of Story Reenactment. The researcher is very enthusiastic about the use of this method.

By listening to the answers of the participants mentioned above, the research team may conclude that this method is a new method that has never been implemented by the kindergarten teacher / early childhood, as well as a method that appeals to children and teachers. This method may be a variation in teaching foreign languages to kindergarten students/early childhood education so that learning a foreign language will be more attractive to them.

Their enthusiasm learns English so hard, although English do not learnt by them in their school. Most of the other participants responded that they use the method of memorization, singing and memorizing, game, whole brain teaching, songs and applause, debriefing, the practice directly. In this case the researcher also helped children who have the ability to concentrate for long periods of time without a lot of support, and they wander in the game and their conversation. Children during this period still relatively understand little about the world in which they live and have little or no control over it. 96% of children are interested with the reenactment story strategy, this fact is consistent that strategy gives learners an opportunity to demonstrate the story after they read or hear stories from teachers and because the students are also involved to prepare equipment or supplies that will be used to demonstrate the story so that they increasingly understand and appreciate the story and use the language or vocabulary of a story they have read or heard.

This article is also in accordance with what was presented by Haliwell (1992: 3) on characteristics children who interpret the meaning of a sentence without having to understand the meaning of each word, the children are very creative in using the language, the children also have a good capacity in learning indirectly, then the children have a strong ability to play. And the last is children are more likely to fantasize and imagine. Language teaching should use a real object, without having to leave the imagination and fantasy of children.

And finally that the strategy also match to the Docket and Marilyn statements (Anggani Sudono, 2001) that when children play by using this strategy they got meaningful symbolic ongoing process, active, fun, no pressure and no intrinsic motivation. Hence, children can

express themselves without any fear and anxiety, all of this can make children acquire the knowledge, skills and sufficient skills.

D. Conclusion

The dedication event that conducted in Sarogodung gives positive effect for the young learners, especially in learning English. In accordance with the results and discussion of this article that young learners are fun in learning English. English is not heavy lesson for them; it depends on the teachers' competencies. With this strategy the young learners also have the opportunity to use their imagination, they are more likely to fantasize and imagine. As well as research results in accordance with what was presented by Haliwell (1992: 3) on children characteristics who interpret the meaning of a sentence without having to understand the meaning of each word, the children very creative in using the language, the children also have a good capacity in learning indirectly, then that children have a strong ability in play. With this strategy children also have the opportunity to use their imagination, children are more likely to fantasize and imagine. Through this research, with reenactment the young learners can be freedom and give direct practice for them to speak in English. It can be concluded that appropriate method is the most suitable approach for the young learners.

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