

EDUTAINMENT AS A NEW TREND IN TEACHING ENGLISH

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Abstract

Teaching and learning are activities that engage people in an attempt to acquire and transfer the knowledge, skills and positive values by utilizing variety of sources. Teaching and learning involve two parties, namely the student as a learner and a teacher / lecturer as educator or facilitator. Educators usually have clear strategies and techniques to ensure that what is taught to students based on target planned. However, teaching and learning processes do not run well all the times. There are many problems appeared such as problems in transferring the knowledge, learning difficulties, feeling boredom, and others. Based on the writer's preliminary research, Students who study English at schools in Indonesia stated that English is very difficult to be learned, and the teaching method used by teachers made them confuse even getting bored in learning English. Therefore, there is one solution to overcome these cases which called edutainment. Edutainment is a way of teaching English that provides pleasurable, fun, comfortable and effective teaching. It gives chance to the teachers and students to combine the lesson with fun activities. Furthermore there are several forms of edutainment that can be applied by the teachers in teaching English like: Active Learning, The accelerated learning, Quantum learning and Quantum teaching. Thus, this paper aims to introduce edutainment as a new trend in teaching English with pleasure and fun ways in accomplishing the goals of English education.

Key words: Teaching and learning English, Edutainment

Introduction

Teaching and learning are activities of acquiring, transferring new things, modifying, and reinforcing existing knowledge, behaviors, skills, values, preferences, and may involve synthesizing different types of information. Teaching and learning process require four aspects (Citation; 2003) namely: context, input, classroom process and output. Contexts are all those factors outside of the classroom that might influence teaching and learning such as: the environment and the schools' neighborhood. Inputs are those qualities or characteristics of teachers and students that they bring with them to the classroom experience. Classroom process means teacher and student behaviors in the classroom as well as some other variables such as classroom climate and teacher/student relationships, meanwhile output refers to measures of student learning taken apart from the normal instructional process. According to Citation ideas about the aspects of education, it can be concluded that in general those aspect concerned by two parties namely the student as a learner and a teacher / lecturer as facilitator.

Teaching and learning process is handled by teachers. Teachers duties consists of all the actions that will be made in the classroom, namely: planning, managing, and designing instruction (McIlrath; 1995). Planning refers to all of those activities a teacher might do to get ready to interact with students in the classroom. Management refers to controlling student behavior, while instruction refers to actually guiding student learning. Teacher also has the role to make decisions concerning course goals, materials, teaching methods, techniques and assessment procedures. Teacher's ways in teaching depend on the teachers' artistry, and on the composition of the class (Hunter, 1994:81). Particular problems can be tackled equally successful by the use of different methods and techniques. In addition, Santrock (1997) mentioned that in teaching and learning process, educators usually have clear strategies and techniques to ensure that what is taught to students reach the target. Furthermore, Walberg (1986) mentioned some effective activities that should be done by teachers in the classroom; using positive reinforcement, using cues and corrective feedback, applying cooperative learning activities, giving higher order questioning and using advance organizers.

Teaching and learning English is an important thing to do nowadays since English is claimed as international language. This language is mostly spoken by people around the world. In Indonesia, English is as foreign language, English is taught at schools by English teachers. They teach the students the four skills in English namely: listening, reading, speaking, and writing. However, teaching and learning of English do not run well all the times. There are many problems appeared such as problems in transferring the knowledge, learning difficulties, feeling boredom, and others. Based on the writer's preliminary research, students who study English at schools in Indonesia stated that English is very difficult to be learned, and the teaching method used by teachers made them confuse even getting bored in learning English. Furthermore, the writer also found that the students' motivation, poor scheduled time at school, and poor resources as

some other problems that teachers have to face in teaching English as a foreign language. Therefore, there is one solution to overcome these problems which called edutainment. Edutainment is a way of teaching English that provides pleasurable, fun, comfortable and effective teaching. It gives chance to the teachers and students to combine the lesson with fun activities.

Brief Review of Related Theories

Teaching and Learning English as foreign language in Indonesia

English language has great development and influence. It is taught all over the world. *EFL*, English as a foreign language, indicates the teaching of English in a non-English-speaking region (Rosenshine: 1986). Study can occur either in the student's home country, as part of the normal school curriculum. Typically, EFL is learned either to pass exams as a necessary part of one's education, or for career progression while one works for an organization or business with an international focus. In Indonesia, English is taught as a foreign language. Students learn it to pass the exams, career progression, business other specific purposes. Language teaching practice often assumes that most of the difficulties that learners face in the study of English are a consequence of the degree to which their native language differs from English (a contrastive analysis approach). A native speaker of Indonesia, for example, may face many more difficulties than a native speaker of German, because German is more closely related to English than Indonesia. This may be true for anyone of any mother tongue (also called first language, normally abbreviated L1) setting out to learn any other language (called a target language, second language or L2). See also second language acquisition (SLA) for mixed evidence from linguistic research.

Problems of Learners in Learning English

Everyone and everything in this life have problems. In learning process also, there are problems faces by the students. Syah (2003: 15-9) stated that, in general there are some problems in learning English faced by students:

a) Transfer of learning

Students' background knowledge and skills as the result of their lesson in the past time used to influence their today understanding. There are two types of transfer, positive and negative transfer. Positive transfers mean learning in one situation helpful in other situation. Then negative transfer means learning in one situation has damage effect in other situations.

b) Forgetful

Forgetful is a condition where a student cannot recall what she/he just studied. Forgetful become one of problem in learning because it can make students fail in certain subject. For example; a lecturer ask the students to write an English essay, but she/ he cannot make a good essay due to she/ he forgets the structure of an essay and forgot the appropriate vocabulary.

c) Learning plateau

Learning plateau is condition where the students keep following the lesson but they do not get anything. Learning plateau caused students cannot receive the knowledge given by the lecturer. Then learning Plateau might happen to every student and in every times.

d) Difficulties in learning and feeling boredom

Difficulties in learning might happen to smart, middle and low students. Learning process sometimes ignores the need of smart and low students. That's why difficulties appear. Generally the difficulties in learning are caused by two factors, namely internal and external factor. Internal factor that cause difficulties like: students' intelligence level and students' emotion. Next, external factors like: learning environment that involve building locations, lecturer, media, and so on. Teaching method used by English teachers made them confuse even getting bored in learning English, especially the students used conventional ways.

Furthermore, Sutrisno (2005: 57) mentioned other problems in learning English. To begin with, lack of motivation is believed as one of the primary problems of English language learning. It may happen because of students' perceptions toward English. Due to the nature of the language that is hardly found in *Bahasa Indonesia*, many of them take it as a difficult lesson to learn. Moreover, lots of them may lack of attention during class, chat with classmates, and draw in their note books or gasp in their textbooks. Next, insufficient time is another problem in teaching English. The class-time is often very short; it is once or twice a week, one or two hours daily for lots of subject matters to teach. Furthermore, inadequate resources and materials also bring complexity in English language teaching. The last problem encountered in English language teaching is over-crowded English classes. The number of learners in a typical class room can range from one to fifteen or twenty learners. In Indonesia, however, a teacher can find more than thirty students in a very small classroom without a tape recorder, television, posters, DVD, or sometimes without markers neither board. It is surely will be difficult for teachers to carry out activities where students can improve their communicative skills because it is not possible to personalize teaching, and as consequence not good results are shown every day.

Thus, the problems in learning are: transfer of learning, forgetful, learning plateau, difficulties, and boredom in learning. Then, lack of motivation, poor scheduled time, not enough resources and materials, and the excess of students in each classroom are undoubtedly some of the problems that teachers have to face in teaching English as a foreign language. All those points might disturb the students' success in learning if they cannot handle it. To overcome these problems there is a solution namely edutainment.

Basic Concepts of Edutainment

Edutainment is an acronym of the words education and entertainment. Edutainment means educating with enjoyable and pleasure. In terms of etymology, edutainment is a learning process that is designed by combining education and entertainment in harmony, so that that learning process will be more fun and enjoyable (Sutrisno, 2005: 31). Enjoyable learning can be done by giving humorous things, the games, role-plays, demonstrations, others. In addition, Hewitt (2004:34) mentioned that edutainment provides the users with the entertainment and education at once. The edutainment activities are entered directly by the participants. They think about the process and realize what they have just experienced. Thus, unconsciously, they are being educated.

Edutainment is very broad in the sense of the word and could be characterized by many structural activities. The basic principles are common for both the categories; they provide users with the entertainment and education. The edutainment activities are less strict in their structures and are not directly linked with the rules and ideas of the particular game. The edutainment activities are entered directly, being motivated only by the wish to enjoy and try and only in the process itself, the participants think about the process and realize what they have just experienced and thus, unconsciously, are being educated. The following list of activities in edutainment (Hewitt, 2004:34):

Game/ Play

Game/play could be characterized as a free activity of a group or an individual person (child or adult) limited by a certain time period. The topic of the game/play play sources in the interests of the group and the meaning is to be found directly in the game/play or is outside the play (for example motif or target). The game/play is the medium to obtain specific needs or meet different targets. The game/play is different from the everyday life by its distinctive rules and also by the inside plays features, such as competing or the role identification. The game/play brings the satisfaction of the needs, enjoyment, entertainment and also some knowledge and experience for the players. The game in the lecturing contains the elements of competition, sport, fun, interesting, and enjoyable. It allows all the students involved in it. Meanwhile, role play means a person who represent actor in a movie or play, while role play acting is of particular methods or ways of behaving pretending to be other people who deal with the new situation. Here plays the role of giving students the opportunity to play someone who is in a particular situation. By playing the role, the ability of the students' affection can be developed. Playing the role of a role can motivate students because by playing the role would be challenging and fun activities. Moreover, in this case the faculty can adjust the material being taught with the role to be played by students.

Simulation

Each place is in its nature simulative as it always pretends or imitate. The base of the simulation (especially in so called simulative games) is to create a pattern that represents the real life (problem) and is able to react to the players' and organizers' behavior. Players in the "play area" could encounter situations that are quite unique in a real life. The base of the unique matter lies in a certain danger that is brought by the situations or potentially could bring.

In addition, Sutrisno (2005: 32) mentioned other activities in edutainment as follow:

Active Learning

Engaging students in individual or small group activities-pairs or trios especially-is a low-risk strategy that ensures the participation of all. The sampling of basic activities below can be adapted to almost any discussion or lecture setting. Using these strategies or variations on them, teacher should ensure that you'll hold your students' attention in class and be active in the class. The activities in active learning are:

Think/ pair/ share: have attendees turn to someone near them to summarize what they're learning, to answer a question posed during the discussion, or to consider how and why and when they might apply a concept to their own situations. Works well with pre-planned questions and with ideas that emerge during a workshop from a larger group discussion. The objectives are to engage participants with the material on an individual level, in pairs, and finally as a large group. The activity can help to organize prior knowledge; brainstorm questions; or summarize, apply, or integrate new information.

Write/ Pair/ Share: The format for this strategy is identical to the think-pair-share, except that students process the question asked of them by writing about it rather than reflecting. After a brief time to note their thoughts, each student turns to a partner to discuss. The activity closes with the instructor calling

on random students to summarize their responses. As with the think-pair-share, the instructor may choose to skip the summary portion of the exercise depending on circumstance.

One Minute Paper/ Free Write: Ask participants to write for 2-3 minutes on a topic or in response to a question that you've developed for the session. Again, this is particularly useful in those moments where facilitators/teachers are asking participants to move from one level of understanding to another, from presentation of new ideas to application of ideas, from considerations about self to situations involving others. The moments of writing provide a transition for participants by bringing together prior learning, relevant experience and new insights as a means of moving to a new (aspect of the) topic.

Reciprocal Questioning: The facilitator provides question stems, such as the following:

Comprehension Question Stems	Connector Question Stems
Describe...in your own words.	Explain why...and how...
What does...r/can?	How are...and...similar?
Why is...important?	How are...and...different?
How could...be used to...?	How does...tie in with...that we learned before?

Accelerated learning

Accelerated English Learning language lessons attempts to correct this imbalance by including activities which allow for the activation of the other intelligences such as: sports which involve movement use of color on worksheets, creating songs and music, manipulation of objects with arts and crafts. Accelerated English Language Learning is a very broad term in language education and encompasses many different strategies, procedures, techniques, methodologies and approaches. Some "Accelerated English Language Learning" methods include: mind maps, reading to music, multiple intelligences theory, various memory techniques, mood music to influence the emotional and mental state of learners, learning environment setting, rhymes to aid learning, using patterns, neuro-linguistic programming and the use of activities, arts, crafts, sports and dramatic presentations. One "Accelerated English Language Learning" strategy is the use of mnemonics as a memory tool. Mnemonics help students improve their memory. They help language students remember facts, order or the structure of information. The three fundamental building blocks of mnemonics are imagination, association and location.

Quantum learning

Quantum Learning provides teachers with a number of methods to engage students in a visual sense, an auditory sense and a kinesthetic sense. By utilizing these techniques and bringing more VAK strategies into the classroom, we have attempted to better meet the needs and learning strengths of our students to help them become stronger academically. VAK stands for visual, auditory and kinesthetic Sutrisno (2005: 37). All individuals have a certain learning modality for which they have a preference. Each student in the classroom will prefer one of these methods of receiving information more than another. If instruction in the classroom matches their preferred modality, they are more likely to remember and effectively process information.

Quantum teaching

Quantum teaching attempts to create enjoyable learning atmosphere by growing student motivation to learn, developing sympathy and mutual understanding, creating cheerfulness and astonishment during the learning encouraging students to take a risk (trial) in learning, developing sense of belonging showing good models. To arrange enjoyable learning environment by: 1) rearranging classroom/school environment (physical and non-physical) using attractive media (e.g. demonstration, OHP, Power-point), 2) arranging tables and chairs, so that students are comfortable in learning, 3) arranging plants (e.g. flowers), animals (e.g. fish in an aquarium), and classroom (so that it feels fresh), 4) using music as a background of teaching and learning process. The teaching-learning using model using QTL is as abbreviated as EEL Dr. C, namely: Enroll, i.e. create a situation close to students' real life, so that they can feel curious, Experience, i.e. create learning experience to which all students can be involved, Label, i.e. give name or key words to the topic being taught, Demonstrate, i.e. give chance for the students to show their knowledge or ability, Review, i.e. lead the students to review the lesson so that they know that they know, Celebrate, i.e. acknowledge the task completion, student participation, and acquisition of the new skill and knowledge.

Overall, the basic principle of edutainment is that the learning takes place with exciting, fun and fast, and the results are satisfactory and admirable. With the application of the principle of learning expected of students feel at home in the classroom and be able to follow the lectures well. As a result the edutainment educational goals will be achieved.

Data Analysis and Discussion

In this paper, the writer introduces edutainment as a new trend in teaching English. It also suggested as alternative to solve some problems in teaching. The writer gets the data from observation. Here are some problems in teaching English that can be solved by using edutainment:

Forgetful

Forgetful is a condition where a student cannot recall what she/he just studied. This problem can be experienced by anyone in any condition. Especially in English, teacher can apply accelerate learning to help the students to remember things. For example, teaching vocabulary of English. Teacher may apply mnemonic strategy. Mnemonic strategy Mnemonics help students improve their memory. They help language students remember facts, order or the structure of information. The three fundamental building blocks of mnemonics are imagination, association and location.

Difficulties and Boredom

Learning English as foreign language might be difficult for students since English is not their mother tongue. The system in their mother tongue and English has many differences. Based on the observation result, the writer found most of students stated that English is difficult to be learnt. In addition, the way English teacher teach English is boring. The students said that the teacher is use to use the same technique all the meeting. Therefore they assumed that English class in boring and difficult. Actually edutainment provides many activities to overcome these problems. Teacher may vary the teaching activity by giving games related to the topic given, and ask them to do role play. The game/play brings the satisfaction of the needs, enjoyment, entertainment and also some knowledge and experience for the players. The game in the lecturing contains the elements of competition, sport, fun, interesting, and enjoyable. Play itself must contain the features of entertainment and education. Meanwhile, playing the role give opportunity to enhance the ability of the students' affection can be developed. Playing the role of a role can motivate students because by playing the role would be challenging and fun activities. Moreover, in this case the faculty can adjust the material being taught with the role to be played by students

Lack of motivation

Students study English in every school in Indonesia. They study it because it is one of compulsory subject that must be learnt. However, there are many students who do not have a high motivation to study it. This motivation problem can be solved by creating active learning atmosphere in the class. Engaging students in individual or small group activities—pairs or trios especially—is a low-risk strategy that ensures the participation of all. Teacher may ask the student to practice reciprocal questioning. The facilitator provides question stems, such as the following:

- Describe.....in your own words.
- What does.....mean?
- Why is.....important?
- How could.....be used to...?
- Explain why.....and how...
- How are.....and.....Similar?
- How are.....and.....Different?
- How does...tie in with...that we learned before?

In inadequate resources and materials

Resources and materials refer to a wide range of objects that can be used for teaching such as models, cards, computers, sound labs, and so on. They play important role during teaching-learning process. They represent elements in the real world, meant to help students to understand and explain reality. In other words, they are helpful to change something complex to be simple. However many English teachers stated that they have inadequate materials. Edutainment can be alternative materials. Teacher may ask the students to do the role play and game in learning about a topic. These are simple things to do, I can be done in the class. In addition simulation can be an alternative material to where the students and teacher make nature simulative as it always pretends or imitate. The base of the simulation (especially in so called simulative games) is to create a pattern that represents the real life (problem) and is able to react to the players' and organizers' behavior. Players in the "play area" could encounter situations that are quite unique in a real life. The base of the unique matter lies in a certain danger that is brought by the situations or potentially could bring. Furthermore, teacher may practice active learning activities. Teacher may engage students in individual or small group activities—pairs or trios especially—is a low-risk strategy that ensures the participation of all. The sampling of basic activities below can be adapted to almost any discussion or lecture setting. Using these strategies, or variations on them, ensures that you'll hold your students' attention in class and be active in the class.

Conclusions and Suggestions

Teaching and learning are activities that involve people in an effort to acquire and transfer the knowledge, skills and positive values by utilizing variety of sources. There are two parties in instructional process namely the student and teacher. Teaching and learning process is handled by teachers. Teachers duties consists of all the actions that will be made in the classroom, namely: planning, managing, and designing instruction. In instructional process, There are many problems appeared such as problems in transferring the knowledge, learning difficulties, feeling boredom, and others. Based on the writer's preliminary research, students who study English at schools in Indonesia stated that English is very difficult to be learned, and the teaching method used by teachers made them confuse even getting bored in learning English. Furthermore, the writer also found that the students' motivation, poor scheduled time at school, and poor resources as some other problems that teachers have to face in teaching English as a foreign language. Therefore, there is one solution to overcome these problems which called edutainment. Edutainment is a way of teaching English that provides pleasurable, fun, comfortable and effective teaching. It gives chance to the teachers and students to combine the lesson with fun activities to accomplish the goals of English education.

According to the findings mentioned before, I suggested English teachers to use edutainment in teaching. The activities in edutainment provide pleasurable, enjoyable, comfortable and fun learning. It helps students to get the knowledge well even with unconscious way. Then I suggested the next writer to write about the effectiveness of edutainment in teaching English to Indonesian students.

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