RAMADHAN ENGLISH DAY: USING GAMES METHOD AT TPQ NURUL QOMAR II PACCINONGAN, KABUPATEN GOWA

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Abstract

Language is a communication tool that humans need when interacting with the aim of conveying ideas, ideas, thoughts and feelings. Therefore, language has an important role in everyday life, especially because English is an international language. In the current era (Artificial Intelligence era) where many children depend on AI applications which make the learning process easier but turn off their analytical power. Learning English is not just knowing the meaning, but requires a deep understanding of when a word is used and how to use it. Even though English is still a foreign language in Indonesia, it is necessary to pay attention to this from an early age for children, especially children at TPQ Nurul Qomar. Providing learning in the form of an English Day is one of the methods used to encourage children at TPQ Nurul Qomar to learn. The aim of holding English Day is to motivate children to learn English and also to provide children with an understanding of the importance of learning English. The teaching material that is the focus of the service in this activity is the alphabet which is then linked to animals using a game method. The result of the English day activities at TPQ Nurul Qomar was that the children were very enthusiastic about learning English. This can be seen when the service team encourages children to name their favorite animals in English and they compete to say their favorite animals.

Keywords: English Day, games method, TPQ

INTRODUCTION

Today's developments in technology and information require humans to be able to adapt quickly. Besides the very rapid development of technology, it has a positive impact on users, such as making communication easier and information circulating quickly. When humans are unable to keep up with the current developments, they will have difficulty adapting to their environment. It cannot be denied that the dominant language used in the world of technology and information is English. Where English is an international language as a global language. Kristal, (1997), states that the issue of the spread of English as a global language is discussed from a macro perspective that focuses on social, economic and political values. Of course, today English is no longer an issue that was discussed a few years ago, today English has become a language used by everyone throughout the world. However, this is a problem, according to Hamied, (2012) the position of English as an international language cannot be denied as a problem for society. Because the role of English cannot be separated from the means to compete in the global world, including in the fields of politics, transportation, communication and trade. Anwar, (2019) also expressed the same thing that the world of education is also

experiencing something similar. To respond to global challenges in the world of education, there needs to be significant improvements to English language learning in educational institutions. This aims to provide provisions for students in the future world of work. In this context, to optimize students to continue learning and speaking English, it is necessary to hold an English day as an alternative solution to this problem.

Suhaimah (2021) English Day is an initiative to improve English language skills in a fun and immersive way. English day can train and familiarize people with using English, improve English language skills, and create a conducive environment for learning English. English day is an activity carried out by a community or organization using English as a medium in the teaching and learning process on a certain predetermined day. The English Day program not only provides benefits for the children being taught but also provides a place for teaching practice for community members or organizational institutions. Thornbury (2005) states that speaking is a very crucial part of the daily communication process. Even though English day activities are not carried out every day, the English day program has a big impact on the children at TPQ Nurul Qomar. For example, before starting the learning process the teaching team diagnoses the children at TPQ Nurul Qomar regarding their understanding of the alphabet. As a result, there are still many children who don't know how to pronounce the alphabet in English. After the English day learning process took place, at the end the teaching team checked the students' abilities again and it turned out that there had been quite a significant improvement. Therefore, the English day process at TPQ Nurul Qomar has a positive impact on children in learning English. Because the alphabet material provided can be the basis for learning English at school.

In the process of learning English, teaching methods are needed that children like and are not boring. Especially for children aged 5-9 years, the teaching method that is suitable to apply is the games method. Games are activities that can be done together by students and the teaching team. According to Stephen Krashen (1982), affective factors can have a positive or negative impact on second language acquisition. Therefore, one of the teacher's responsibilities is to prepare situations in which students' affective filters are lowered, so that comprehensible input can be processed. This is the initial purpose of using games in the classroom.

METHOD

Before carrying out English day activities, various preparations are made, such as forming a committee, preparing materials, and determining the time of the activity.

1. Formation of a committee

In order to carry out the English Day activities well, it is deemed necessary to form a committee. The team members will be divided into four teams, namely: the event team which functions to organize the course of English day activities, the teaching team which functions as a teaching team which deals directly with children, the documentation team which functions to run social media, and finally the consumption team which of course also plays a very important role in English day activities.

2. Prepare materials

Before carrying out English day activities, of course various preparations and teaching methods are needed. The method used in English day activities is the games method. This method is considered the most effective for children at TPQ Nurul Qomar. Because the average age of children is 5-9 years, they require a learning model that is more dominant in play but has learning in it (Games method). According to Uberman, (1998) Richard-Amato, (1988) Games will create a meaningful context for language use, stimulate competition, and reduce anxiety, which leads to positive attitudes and improves

learning outcomes. This is confirmed by Harmer, (1991) that by integrating word games, teachers can create a fun and effective vocabulary learning environment. The material topics in this are the alphabet and animals.

3. Determine the time and place of the activity

The partner of this English day activity is TPQ Nurul Qomar which is located in Paccinongan, Gowa Regency. This activity was carried out in the month of Ramadan with the theme "Practicing the light of goodness". Practicing the light of kindness is a principle that invites you to carry out good actions and illuminate the lives of others with kindness. One of the positive activities that has a good influence on society is English day.

FINDINGS AND DISCUSSION

From the English day activities at TPQ Nurul Qomar with the theme "Practicing the light of goodness" the result was that the children's enthusiasm for learning English using the games method was very effective. Learning activities that do not make children feel bored, but children are taught interspersed with playing and guessing as well as ice breaking. With activities like this, team teaching skills are certainly needed. Because, in the teaching and learning process an emotional bond is needed between the teacher and his students. According to Mitchell (2014), teachers' duties are very important for children's development because they must be able to provide a conducive, comfortable, instructive and demanding environment for children to help them learn and socialize.

In English day activities, the teaching team starts the learning process by introducing themselves first. In the introduction process the teaching team uses English-Indonesian, this aims to get the children used to hearing interactions using English but they still understand what the teaching team is saying. After the introductory activity between the teaching team and the children, it continued with the delivery of basic English language material, namely the alphabet along with several words that start with that letter as well as several types of animals.

Figure 1. Learning Process

After providing material about the alphabet, the children were directed to do direct practice. One by one the children were asked to repeat the alphabet material that had been given, the aim was to train the children's courage and confidence in speaking English and also to see the extent of the children's understanding of the alphabet material. Next, the children were given paper to color in writing letters and vocabulary so that the children

would not get bored so this activity could be used as a distraction in learning and playing to train children's fine motor skills. According to Lisa et al., (2020) Children's fine motor skills are very important to prepare for the next stage of development. These fine motor skills can be developed through folding paper, cutting, sketching, painting, coloring pictures, etc. After the process of coloring letters and vocabulary, children are given additional vocabulary starting from each alphabet. Then the children were asked to convey the name of their favorite animal. In this activity, it was seen that the children were very active in conveying their favorite animal.

Figure 2. Coloring Activities

Before ending the activity, the teaching team carried out an evaluation by asking the question "What animal is this?" randomly to children by showing pictures of animals and then they will say the name of the animal. The results of the evaluation test can measure the effectiveness of the games method in teaching English to children aged 5-9 years. It is hoped that this teaching method can be applied again to create a comfortable learning environment for children who are English language learners. Finally, the teaching team closed the English day activities but did not forget to provide encouragement and motivation to continue learning English and socialize the importance of English in the future to children.

Figure 3. Teaching Team and Students after the Program

CONCLUSION

The process of teaching English to children aged 5-9 years is not an easy thing to do, because each child has a different character and learning style. As a foreign language, English certainly has its own challenges for children. Therefore, to create a learning process that is easy for children to understand, a learning model in the form of a game's method is used. The game method is an approach to education, training, or intervention that uses game elements to achieve certain goals, such as learning, skill development, or problem solving. In this method, participants engage in various activities or games designed to provide hands-on, interactive, and fun experiences that encourage active learning and participation.

Through the application of the game's method, activity participants seemed very interested in learning English. Because by using the game method it will be easier for children to remember the material provided. Apart from that, there is good interaction between the teaching team and the participants during the process of teaching and learning activities, so that the objectives of the activity can be achieved well.

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