



## English Training for PKK Mothers as Strategy to Assist Children Learn English from Young Age

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### Abstrak

Saat ini banyak anak-anak yang mengenal Bahasa Inggris terutama dari media online dan mulai mempraktekannya di rumah. Anak-anak terutama balita membutuhkan pendampingan di rumah oleh ibu. Namun, tidak semua orang tua terutama ibu memiliki kemampuan bahasa Inggris yang cukup untuk mengajar anaknya sendiri. Oleh karena itu, pengabdian masyarakat yang dilakukan untuk ibu-ibu PKK di Karangploso View ini diharapkan dapat meningkatkan komunikasi bahasa Inggris oleh orang tua di rumah dengan lebih baik. Pengabdian kepada masyarakat ini bertujuan untuk meningkatkan kemampuan bahasa Inggris ibu-ibu anggota PKK. Metode yang digunakan dalam kegiatan ini adalah Participatory Action Study (PAR). Dari pengabdian masyarakat Ibu lebih percaya diri dalam berbicara bahasa Inggris dengan anaknya di rumah, Ibu memiliki cara tersendiri dalam berkomunikasi dalam bahasa Inggris sesuai dengan karakter anak, anak memiliki peningkatan kosakata sehari-hari dalam bahasa Inggris di rumah. Hal ini berimplikasi bahwa orang tua terutama ibu dapat mengajar bahasa Inggris di rumah sendiri dan membiasakan anak untuk mulai menggunakan bahasa Inggris sejak usia muda.

**Kata Kunci:** Pelatihan, Bahasa Inggris, Anak Usia Dini, Pendampingan

### Abstract

Currently, many children are exposed to English, especially from online media, and are starting to practice it at home. Children, especially toddlers, need assistance at home from their mothers. However, not all parents especially mothers have enough English skills to teach their own children. Therefore, the community service that is carried out for PKK women in Karangploso View is expected to improve English communication by parents at home better. The community service aims to increase the English skill of the member of PKK mothers. The method used in this activity is the Participatory Action Study (PAR). From community service, you are more confident in speaking English with your child at home, you have your own way of communicating in English according to the character of your child, and your child has an increase in his daily vocabulary in English at home. It is implicated that parents especially mothers can teach English at home by themselves and get used children to start using English from a young age.

**Keywords:** Training, English, Young Learners, Assistance

## 1. INTRODUCTION

In educating children, the role of parents is very essential, especially in early childhood where they need guidance in all things. The child's learning process needs to involve the role of parental assistance because the child is still in the area of responsibility and parental care (Goodall & Montgomery, 2014; Ifitah & Anawaty, 2020; Jatiningsih et al., 2021). Educating and assisting children is one of the main tasks of parents, especially mothers. In this case, because usually mothers have more time with early childhood at home, starting from activities after waking up until going to bed at night. Thus, the role of the mother greatly influences the education of the child. In educating children in any field, be it religion, academics, or language, a mother is required to have more skills because it is hoped that the child will absorb what her mother teaches, including language skills (Agusniatih &

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Manopa, 2019; Purnajati et al., 2013; Rahman, 2015).

In terms of teaching foreign languages, especially English, not all parents master it. English is emphasized here because it is a universal language which is currently one of the skills that are needed both in academia and the world of work. Foreign language, in this case is English, is one of the world's languages and used as a means of communication between humans throughout the world (Cavus et al., 2020; Rao, 2019; Risager, 2021). The free market and global tourism cannot be separated from the English language. Hence, training, mentoring, and teaching English for the community, especially children, are needed. English is one of the skills that must be mastered by the surrounding community, especially the millennial generation in order to be able to manage and develop the local economy either through trade, education, agriculture, or any existing sectors. English as one of the world's languages really needs to be learned to get a job and have a better future (Dewi, 2019; Handayani, 2016; Kusumawardhani, 2020). For this reason, many parents also want their children to be proficient in languages other than their mother tongue. On the other hand, many parents prefer to relay on the language teaching to schools or to English course (Getie, 2020). These efforts are still not enough to help children because the learning process is only carried out in schools or institutions without any practice of using English in everyday life. In fact, according to, in the golden age of children between the ages of 1-5 years is a time when children quickly absorb and master whatever things they catch in their daily lives (Fitriani & Adawiyah, 2018; Hidayati, 2020; Wahyuningtyas et al., 2022). Thus, the assistance from parents, especially mothers is very essential if they want to teach their children English by themselves. In order to do that, the knowledge and English skill must be obtained by parents.

However, not all parents have good English skills. Those who have limited English will find it difficult to become facilitators for children who want to develop English language skills from an early age (Bradbury et al., 2018; Horwath et al., 2012; Makrifah et al., 2020). As a result, children also do not have the motivation to be able to speak English, because there is no habituation in their daily activities. According to children are "great imitators". So, whatever parents do, it will become their role model. So, if parents, especially mothers, want their children to have foreign language skills, they must be the first people, the first teachers to teach these things to children. This of course must also be supported by the development of the skills of the parents themselves as well as whether they master English or not.

In the Karangploso area, there are many new housing estates that continue to grow in population every year. Especially in Karangploso View, this housing is relatively new because it has only been established for about 6-7 years. The population in this area is dominated by young couples who have early childhood ranging from infants, toddlers to school-age children. There are many PKK members as well as all the mothers who live in this area who have "golden age" children. They are at the learning age and have to guide and educate them every day. Both working mothers and housewives in this area admit that they need to work a little harder, especially during the pandemic where children interact a lot at home and parents must accompany them.

The companion of parents especially mothers, who have close bonding with children include teaching language. The mother tongue language is easier to teach since in daily communication, parents use local language or national language. In case of foreign language, English is one of the most widely taught language in Indonesia. This is because English skills are one of the skills needed in the academic and non-academic field. So, that learning English is recommended to be taught from an early age. However, some parents have limitations in speaking simple English and some choose to tutor their children in language course institutions.

After making observations in this area, the community service team chose the subjects of community service, they are members of PKK Karangploso View, Ngenep Village,

Karangploso District, Malang Regency who have young age children ranging from infants, toddlers, and children in school age. This area has high potential because most of the population is dominated by productive young couples who have early childhood and are golden ages for the learning phase. In addition, the lack of parents' English skills by teaching them in a fun and innovative way so that they can be applied in daily life, makes this area suitable as a location for the community service of the training to assist teaching children English from young age. It was conducted so that the PKK members will not only rely on sending their children to Foreign Language Agency, but it is an empowerment so that mothers have English skills which can later become a strategy in assisting their children learning English by themselves from home.

The purpose of this program is to give knowledge and English skills to members of PKK so that they master simple English, to make creative learning media teach English to their children, and to implement innovative learning methods that can be applied at home and be used to improve the quality of their education for children, especially in teaching English from an early age. Therefore, the community service team interested to conduct the community service program to PKK members in order to increase their knowledge and skill not only in term of parenting but also teaching English since young learner.

## **2. METHODS**

This study was carried out using the Participatory Action Study (PAR) method, by identifying and analysing situations regarding problems faced by the community. In this study, the community are PKK mothers. The first step conducted was doing prior observation to know the current condition in the field and interviewing the Head of the Community in Karangploso View, The Head of PKK, and members of PKK involved. They were given knowledge and skills in teaching English from an early age so that they can accompany children to study at home and successfully improve and apply skills in speaking English in everyday life. In practice, the researchers only act as a facilitator for the members of PKK to achieve the expected goals and results. Researchers also help create strategies to solve problems that arise. This participatory research still involves the community where if they have other problems, they are expected to be able to solve and solve them independently without the help of others.

With the implementation of community service programs in the form of English language training for PKK mothers as a strategy to assist teaching children English from an early age, it is useful to help provide new skills for parents, especially mothers, to be able to master simple English, create creative English learning media, and apply home teaching. The method of implementing this community service activity is to conduct training and transfer knowledge, practice, and directly to partners. The scope of the training includes: (1) simple English learning training; (2) interesting innovative learning method training; and (3) assignments. The training partners are PKK members of Karangploso View, especially those who have children in young age. The training process is not only in the form of verbal knowledge transfer, but also the practice of making creative teaching media and practicing innovative learning methods. In mastering simple English, PKK mothers were guided directly according to material that can help children be active in applying using English at home.

## **3. RESULTS AND DISCUSSION**

### **Results**

The community program took place in Karangploso View, in Karangploso Village in Malang. The participants are the PKK members of Karangploso. The program was conducted

in May until June. The first training was held in one of the places of PKK members. The participants were taught material of simple English in the form of simple words, phrases, and simple sentences used in daily activities. The teams give knowledge about how to teach English in fun way by relating it in daily commands. Commands are the easy way so that children want to move / move like using simple sentences and often used in everyday life, such as give me this, open the window, close the door, sit down, stand up etc.

In the second meeting, parents were trained to use innovative teaching media training by using flashcard. Participants were given sets of flashcards containing pictures of some basic vocabularies. Then, they were taught on how to use it to their children one by one. Children were very enthusiastic in following this activity since the flashcard used are colorful and containing the pictures that they like.

In the last meeting, participants were given material about practices and activities that can be used in implementing using English in daily activities. The teams gave participants sets of activity in 30 days or 1 month that contains different activities. Parents were challenged to apply it at home with their children. The activities were varied from listening to music, using simple commands, sing a song, etc. The participants were instructed to hang the 30 activities at home and reported their progress every day through WhatsApp group. The teams then gave feedback in each of the activities done by the participants.

## **Discussion**

After conducting the training for PKK mothers there are several aspect revealed. In the first meeting of the training parents were given example and practice directly with their children on how to receive commands. In the simplest command such as open the “door”, or give me “something”, children were easily understanding and following the commands. This activity is in line with the theory of Total Physical Response (TPR). It is a method of language teaching to develop language mastery and communication ability as impact of body movement as a response to language cues (Budianingsih, 2017; Haliza et al., 2020; Rambe, 2019). In this case, the trainers give a cue of body movement, for example, opening the door as they say “open the door” without giving the source language.

In the next meeting, PKK members were taught to use innovative teaching media training by using flashcard. They were given sets of flashcards containing pictures of some basic vocabularies and how to use it to their children one by one. It can be shown that children were very enthusiastic following this activity since the trainers use colorful flashcard and it makes children speak more in English and enrich their vocabulary. This is in line with that using flashcards boost students interest because it is equipped with various images and variety of colors (Hamer & Rohimajaya, 2018; Kusumawardhani, 2020; Safitri et al., 2018). Furthermore, the incorporation of flashcard impacted learners’ vocabulary learning (Khan, 2022; Li & Tong, 2019; Razaq, 2022). Children are also be more active and did not get bored easily when learning English. The flashcards then were given to the parents to be used continuously at home.

In final meeting, participants were asked to do practices and activities that can be used in implementing using English in daily activities. The teams gave a calendar of sets of activity in 1 month containing English activities to be done daily. Participants were asked to practice it at home with their children. The activities were varied from listening to music, using simple commands, sing a song, etc, the fun activities are favoured by children (Hasbi et al., 2022; Rusdiana et al., 2022; Susilowati et al., 2020).

From the interviews conducted at the end of the program, participants states that the training given to the parents are useful to be taught independently at home. They states that the set of activities that were done made the children learn English unconsciously because those were what they did naturally at home. Parents say that the ability of parents to speak

simple English, methods, and media helps them to teach their children English and can improve children's' English since young age.

#### 4. CONCLUSION

These activities result in increasing enthusiasm in learning English for both mothers and their children. The assistance of parents to children in understanding English at home is very important. Parents can encourage children to use English which has an effect on increasing vocabulary. This can be done by conducting simple English activity so that children do not feel they are learning. The activities are like giving English command sentences usually used at home. Through English training for PKK mothers in Karangploso View, Malang, participants who have children in young or school age are benefited from this program since it can improve parents' skills in English which can be used to assist their children to speak English at home.

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