Worksheets and Joyful Teaching Strategies in Teaching English to Students of English Village of Parit Baru

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A R T I C L E   I N F O

A B S T R A K

Pelajaran Bahasa Inggris tidak diwajibkan di sekolah dasar negeri. Hal ini membuat Bahasa Inggris menjadi tantangan bagi siswa-siswa di Indonesia dalam komunikasi bahasa asing sejak dini. Tujuan penelitian ini yaitu untuk menemukan lembar kerja siswa dan strategi belajar menyenangkan yang termasuk aktivitas bernyanyi dan bimbingan diimplementasikan di dalam pengajaran Bahasa Inggris kepada siswa. Penelitian ini termasuk penelitian studi kasus. Studi ini menggunakan teknik sampling bertujuan untuk menseleksi lima siswa kelas lima yang berpartisipasi di program ini. Pengumpulan data dilakukan menggunakan teknik observasi partisipan dan dokumen yang termasuk didalamnya adalah lembar kerja siswa, foto, dan video aktivitas. Teknik analisis data menggunakan teknik analisis tematik. Hasil penelitian menunjukkan bahwa lembar kerja siswa dan strategi belajar menyenangkan dapat membantu siswa di Kampung Inggris dalam belajar Bahasa Inggris melalui seluruh tahapan pengajaran. Disimpulkan alternatif pembelajaran dalam bentuk Kampung Inggris menggunakan lembar kerja siswa dan strategi belajar menyenangkan terbukti membantu siswa belajar Bahasa Inggris dengan cara memberikan materi singkat yang jelas dan mudah dimengerti.

A B S T R A C T

English lessons are not compulsory in public elementary schools. It makes English a challenge for students in Indonesia's foreign language communication from an early age. This study aimed to find student worksheets and fun learning strategies, including singing and mentoring activities, to be implemented in teaching English to students. This research includes case study research. This study used a sampling technique to select five fifth-grade students who participated in this program. Data collection was carried out using participant observation techniques, and the documents included were student worksheets, photos, and activity videos. Data analysis techniques using thematic analysis techniques. The study results show that student worksheets and fun learning strategies can help students in English Village learn English through all teaching stages. It was concluded that alternative learning in the form of English Village using student worksheets and fun learning strategies had been proven to help students learn English by providing brief material that is clear and easy to understand.

1. INTRODUCTION

In Indonesia, English is a compulsory subject at the secondary school level. It is a foreign language for Indonesian students that tends to be a difficult subject, unlike learning Indonesian and local languages or mother tongue. The difficulty also occurs because the English language has not been compulsory for primary school students (Fakhruddin et al., 2020; Nufus, 2018; Yundayani & Sri Ardiasih, 2021). As a result, many students, especially students at public primary schools, do not learn English. One way to cope with this issue is the establishment of an English Village. The researchers and the Village government of Parit Baru established an English village program in Parit Baru in 2020 before the Covid-19 pandemic reached West Kalimantan (Aunurrahman et al., 2020). The program offers an English course to the participants to learn English in a joyful atmosphere, which is very different from formal primary schools (Aunurrahman et al., 2020).

In this study, the English village would use worksheets as a learning tool in accommodating learning the English language. Since the participants were from primary schools, this study would also implement joyful teaching strategies that allow the researchers to provide fun and guided activities, including singing and guiding or scaffolding activities. The elements of worksheets and joyful teaching strategies would be implemented throughout the teaching stages of the genre-based approach (hereafter GBA) that has been developed by the Sydney School (Rose, 2015). GBA has been used in teaching English

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by using certain relevant text types or genres in the context of formal education worldwide (Liu & Chen, 2022; Traga Philippakos, 2022; Vicentini et al., 2022) including Indonesia (Artini et al., 2019; Kartika-Ningsih & Gunawan, 2019; Qoyyimah et al., 2022; Sunarti et al., 2019; Wardani et al., 2021).

The four teaching stages of GBA that would be implemented in this study are (1) building knowledge of the field stage that is used to introduce the topic of the teaching; (2) modeling stage that is used to introduce schematic structure and linguistic features of a particular text; (3) joint construction stage that is used to build or practice a text with the guidance of the researchers as the tutors; (4) and independent construction stage that is used to build or practice a text in an independent manner or with less guidance from the researchers as the tutors (Aunurrahman et al., 2020; Derewianka, 2015; Emilia & Hamied, 2015). These stages could be implemented recursively depend on the students' readiness leaving the zone of proximal development to an independent state (Aunurrahman et al., 2020; Emilia & Hamied, 2015).

Regarding worksheets, many studies had shown that worksheets help teaching and learning processes (Fauziah & Nurita, 2019)(Iffah, 2021)(Lee, 2014). In the context of English language teaching (hereafter ELT), a study found that the students had a positive attitude towards implementing worksheets in teaching English. Worksheets had also been used in teaching speaking skills to senior high school students (Iskandar et al., 2020; Trisnaningsih, 2015). Furthermore, a few studies had been identified in terms of the development of worksheets in teaching the English language to senior high school students and vocational senior high school students (Iskandar et al., 2020; Mahsunah & Shobah, 2022).

Mainly, the studies on the development and implementation of worksheets are in the context of formal secondary education. To fill the gap, this study would implement worksheets as a learning tool for teaching English to the students who joined the English village program in Parit Baru that is known as the English Village of Parit Baru (hereafter EVoPB). Certainly, the worksheets would be customized based on the students' needs and interests. The worksheet is also designed with simpler tasks to reach learning objectives specified in this study to differ from commercial worksheets which have abundance tasks just to reach a particular learning objective.

At the same time, studies on joyful learning had been conducted mainly for the students in the context of formal primary education in Indonesia where joyful learning activities are about building joyful atmosphere in learning using joyful games, songs, medias (Anrasiyana et al., 2022; Bhakti et al., 2019; Sari & Margana., 2019). Apparently, limited studies had been conducted that view explicitly joyful teaching strategies are not just about using joyful games, songs, and medias, but also about building meaningful learning by providing guidance or scaffolding to the students in learning English while they are in the zone of proximal development (Cronqvist, 2021; Hasan et al., 2015; Montgomery & Smith, 2014). Eventually, this created another gap that this study would like to fill. Moreover, scaffolding has been an important element in the genre-based approach (GBA) which this study would use to ensure that the EvoPB would run successfully. In Indonesia, GBA is mainly used in teaching English language in formal educational contexts (Botifar, 2018; Fanani, 2018) unlike this study that would implement the four teaching stages (building knowledge of the field, modeling, joint construction, and independent construction stages) and an element (scaffolding)of GBA in an English village, which could be considered a non-formal educational context.

In brief, three gaps are identified in the background. The first gap is previous studies showed worksheets, joyful teaching strategies, and GBA were used mainly in the formal educational contexts. The second gap is limited studies on joyful learning that view joyful learning is more than about fun activities but also guided or scaffolding activities to help the students to be independent learners. The third gap is the location of the English village is in Parit Baru, Kubu Raya, West Kalimantan, Indonesia, which is in a very different context than previous studies that commonly focus on to the English village in Pare, Kediri, East Java, Indonesia (Agustina, 2019; Butler, 2014; Candra & Kuspriyanto, 2018). In this study, EvoPB is established by the Village Government of Parit Baru that is available for free for the primary school students who lived in the village of Parit Baru. The researchers designed the teaching strategies with particular theories that have been elaborated earlier. Meanwhile, English village in Pare certainly has similar strategies with different baseline that will be too long to be discussed in this paper. Another difference is English village in Pare is organized by commercial courses, which probably would not reveal their strategies to public without permission. These three gaps made a reasonable point for the researchers to conduct a study in a different context, that is, English village of Parit Baru, a non-formal educational context. Therefore, this study aims to analyze the application of worksheets as learning tools and fun teaching strategies that include singing and scaffolding activities across all stages of teaching the genre-based approach (GBA) in teaching English to students in the English village of Parit Baru. (EVoPB).

2. METHOD

This is a case study that aimed to find out how the worksheets as a learning tool and joyful teaching strategies that include singing and scaffolding activities through GBA teaching stages are implemented in teaching English to students of EVoPB. EVoPB was conducted in the Village Government of Parit Baru office, which is the research site. The first characteristic of a case study is pertaining to a single case (Yin, 2013). In this case, the students of EVoPB. Twelve students participated in EVoPB, consisting of three third- graders, one fourth-grader, seven fifth-graders, and one sixth-grader. The researchers selected the participants by using purposeful sampling to identify relevant individuals to be studied (Benoot et al., 2016). In this case, the seven fifth-graders. Here, the participants were selected due to their active participations and readiness in providing answers and documents for this study. The researchers conducted the study on 6, 20, and 27 March 2021 during the Covid-19 pandemic. The study implemented health protocols to avoid unnecessary issues with the students.

The second trait of a case study is the use of more than one instrument (Yin, 2018). This study used participant observations as the first instrument that allow the researchers to be part of the research. At this point, the researchers served as the tutors. The teaching and learning processes were recorded into field notes activities (Creswell, 2012; Yin, 2018). The second instrument is documents. Documents are recorded activities in the form of texts, audios, and visuals (Morgan, 2022). In this study, the students' worksheets that had been filled, pictures, and videos of teaching activities are documents that would serve as the outcome of this study.

The data from the field notes of the participant observations and the documents were analyzed using thematic analysis with an inductive approach that has been developed by Braun and Clarke (Braun & Clarke, 2019). Here, the researchers coded and categorized the textual data from the field notes to dominant themes that had been identified in an inductive manner from the field notes (Braun & Clarke, 2019; Maguire & Delahunt, 2017). The documents, such as the students' worksheets, pictures, and videos were coded as well and categorized based on the previous dominant themes identified from the field notes to support the results of the analysis of the field notes. This is a form of data triangulation to validate the results of the data analysis of the two instruments to achieve the purpose of this study (Yin, 2018). Two instruments were adequate to have a data triangulation (Creswell, 2012).

3. RESULT AND DISCUSSION

Result

This section elaborates the findings into subsections based on the stages of GBA. The stages of GBA had been identified as dominant themes appeared in the field notes. Each session would describe the teaching activities, in this case, the implementation of worksheets and joyful learning strategies that include singing and scaffolding activities to help the students learned English. Then, the documents will present the outcomes of utilizing the worksheets as a learning tool, singing, and scaffolding activities. The researchers as the tutors had two topics taught to the students, namely: (1) the danger of Covid-19 to help the students to cope with the Covid-19 pandemic and (2) introducing others. The teaching procedures consisted of opening and closing activities, and main activities.

First, Opening and Closing Sessions. In the opening activities, the researchers began the teaching and learning sessions by introducing themselves as tutors, building the students' participation by giving them an opportunity to lead an opening prayer, sharing the worksheets to the students, and stating the themes and the purposes of the teaching and learning sessions. Then, towards the conclusion of the lessons, the closing activities began with the researchers as the tutors closed the teaching sessions by asking the students what they had learned from the teaching sessions and letting the students lead the prayer before they went home.

Second, Building Knowledge of the Field. In the main activities, the researchers implemented the teaching stages of the GBA. The teaching stages of the GBA began with the stage of building knowledge of the field where the researchers used worksheets to help the students to learn about the danger of Covid-19 and introducing others. The worksheet contents related to the stage of building knowledge of the field showed in Table 1.

Table 1 shows the contents of the worksheets to accommodate the students to identify the danger of Covid-19 and introducing others. Worksheet 1 uses pictures and statements to help students be aware of the danger of Covid-19. Meanwhile, Worksheet 2 uses examples with the schematic structure and linguistic features to help the students know how to introduce others in English.

Table 1. Worksheet Contents for the Building Knowledge of the Field

Worksheet 1 Day / Date: Teacher: Name: Sub-topic 1: The Danger of Corona Virus (Covid-19) Objectives: 1. Students are expected to be able to identify vocabularies of Covid-19 pandemic and health protocols 2. Students are expected to be able to practice health protocol	Worksheet 2 Sub-topic 2: Introducing others Objectives: 1. Students are expected to be able to identify schematic structure and linguistic features of introducing others 2. Students are expected to be able to introduce others

	Worksheet 1	Worksheet 2

Worksheet 1 (left column):

Do you know, go outside is dangerous?

Nowadays, the world is shocked by a coronavirus.
What is coronavirus?

Corona Virus is a virus that attacks the respiratory system.

Worksheet 2 (right column):

A comparison of introducing oneself and introducing others:

Introducing oneself	Introducing others
I am Abdul. You can call me Abdul I am from Jakarta I am a pupil / a lecturer	He / She is Abdul. You can call him/her Mr/Mrs/Ms. Abdul He/She is from Jakarta He/She is a pupil / a lecturer

Linguistic features:
Third person:
He(male) is   = *dia*
She (female) is = *dia*
Him (male)   = dia
Her (female)   = dia

Third, Modeling. The second stage of GBA is modeling. Here, the researchers demonstrated health protocols and introducing others. The worksheets were used to accommodate further the vocabularies and expressions (linguistic features) used to do the health protocols and introducing others (Table 1). Since Covid-19 and health protocols were new to the students or the students in the zone of proximal development, the researchers implemented scaffolding to help the students to cope with the vocabularies and expressions used in the worksheet (Kuiper et al., 2017) as shown in Figure 1.

1.1 Translating the expressions
1.2 Modelling
1.3 Scaffolding

Figure 1. Teaching activities in the modelling stage

The researchers as the tutors provided a model of how to introduce others and scaffolded the students in learning the teaching materials showed in Figure 1. In addition, the researchers helped the students understand the teaching materials by guiding them in translating them showed in Figure 1. These activities are essential to provide them with the knowledge required before the students enter the joint and independent construction stages (Aunurrahman et al., 2020; Widianingsih, 2015).

Fourth, Joint Construction. The third stage of GBA is joint construction. Here, the researchers as

the tutor guided the students in working on the tasks provided on the worksheets. Afterward, the researchers directed the students to practice the tasks by simply imitating the expressions used on the tasks (Aunurrahman et al., 2020; Widianingsih, 2015). Again, the tutors provided guidance or scaffolding during the practices. Based on analysis shows the tasks that the students had completed. On Worksheet 1, the students simply pronounced the expressions as the students were new to the activities. Then, on Worksheet 2, the students were guided by the researchers in filling the blanks on the worksheet. Afterward, the researchers asked the students to imitate the expressions learned by gestures such as washing hands. Certainly, the researchers provided scaffolding and guidance to help the students make gestures. In reading to learn activity, simply repeating the expressions that had been pronounced and filled on the worksheet in a spoken manner could help the students cope with the expressions or linguistic features they are learning before they move on to the independent construction stage (Widianingsih, 2015).

Fifth, Independent Construction. The fourth stage of GBA is the independent construction stage. At this point, the students were no longer constructing any texts. Instead, the students simply repeated expressions that had been pronounced and filled on the worksheet earlier. The difference with the joint construction stage is the researchers as the tutors provided limited guidance as the students were considered ready to move from the zone of proximal development to become independent students (Widianingsih, 2015).

The students only communicated in a spoken manner the expressions (linguistic features) they had learned on the worksheets. If they had any confusion, the researchers would help the students by providing the correct pronunciation without discouraging them. The students were young learners and never had previously learned English at primary schools. So, this is an important experience for the students to gain more knowledge and vocabularies (linguistic features) that could help them communicate in English in the context of the danger of Covid-19 and introducing others. Throughout the stages of GBA, the researchers as the tutors also used singing activities as shown in Figure 2.

4.1 Singing activities to build enjoyment in learning English

Song 1 : part of body

Head, shoulder, knees and toes knees and toes (2x)

And eyes, and ear, and mouth, and nose

Head, shoulder, kness and toes knees and toes

Source: https://www.scoutsongs.com/lyrics/headshoulders.html

Song 2 : warming up

If you're happy and you know it, clap your hands. (Clap-clap) 2x
If you're happy and you know it, then your face will surely show it.
If you're happy and you know it, clap your hands. (Clap-clap)

If you're happy and you know it, stomp your feet. (Stomp stomp) 2x
If you're happy and you know it, then your face will surely show it.
If you're happy and you know it, stomp your feet. (Stomp stomp)

If you're happy and you know it, shout "Hooray!" (Hoo-ray!) 2x
If you're happy and you know it, then your face will surely show it.
If you're happy and you know it, shout "Hooray!" (Hoo-ray!)

If you're happy and you know it, do all three (clap-clap, stomp-stomp, hoo-ray!) 2x
If you're happy and you know it, then your face will surely show it
If you're happy and you know it, do all three. (clap-clap, stomp-stomp, hoo-ray!)

Source: https://supersimple.com/song/if-youre-happy-and-you-know-it/

4.2 Songs used in the activities to build enjoyment in learning English

4.3 Tutor used singing activity to help the students learned the expressions related to Covid-19 Health Protocols

Original Song: Health Protocols
Washing your hand (2x)
Wearing a mask (2x)
Keep social distancing (2x)
Avoid the crowd (2x)

4.4 The Song used by the tutor to learn the expressions related to Covid-19 Health Protocols.

Note:
*The song has the same tune with the famous children song "Are you sleeping, Brother John."

Figure 2. Singing activities

Figure 2 shows how the singing activities were carried out. Singing activities were used to build a sense of enjoyment in learning English where the students learned children's songs such as "Head, Shoulders, Knees, and Toes" and "If you're happy and you know it". Here, the students learned vocabularies that differed from the themes they were learning. Eventually, the students mastered the song and stood up before their peers to sing it. Furthermore, the researchers as the tutors used singing activities to help the students learn expressions related to Covid-19 health protocols as the expressions were new and complex to the students. Using songs ease the students in learning the expressions.

Discussion

This study aimed to find out how worksheets as a learning tool and joyful teaching strategies that include singing and scaffolding activities are implemented throughout the teaching stages of GBA in teaching English to students of the EVoPB. The findings reveal that worksheets as a learning tool and joyful teaching strategies that include singing and scaffolding activities could assist the students while studying the English language in terms of knowledge and vocabularies (linguistic features) that could help them communicate in English in the context of the danger of Covid-19 and introducing others. The activities were implemented throughout the stages of GBA.

In relation to worksheets, the researchers acted as the tutors used worksheets to introduce the sub- topics that students are learning, provide expressions to be learned, songs for singing and learning activities, and tasks for the students. These four points showed that worksheets were used to facilitate the students in learning the sub-topics provided by the researcher and added joyful teaching contents. This means that worksheets could be customized to make learning simpler and more enjoyable for the young students. This result is consistent with prior research that showed that worksheets could help the teaching and learning processes (Fauziah & Nurita, 2019; Iffah, 2021; Lee, 2014). The difference between prior research and this study is that this study used worksheets in teaching the English language to students of EvoPB, which is in a non-formal educational context.

Certainly, using worksheets solely is not sufficient. Singing and scaffolding activities as part of joyful teaching strategies were used to help students in learning English (Cronqvist, 2021; Hasan et al., 2015). Here, singing activities were used throughout the teaching stages of GBA. The function of the singing activities is not only to build enjoyment for the students to learn the English language in a fun way as they got comfortable and excited to learn but also to help the students learned the expressions they are learning (Bsharat et al., 2021; Busse et al., 2021). Then, to cope with the teaching activities, the researchers who acted as the tutors provided scaffolding to help the students in learning the contents of the worksheets due to the fact that the students were unfamiliar with the materials or in the zone of proximal development (Aunurrahman et al., 2020; Kuiper et al., 2017; Negretti & McGrath, 2018).

This finding is in line with the previous studies that showed that joyful teaching activities could provide meaningful and fun experiences in learning (Bokiev et al., 2018; Kumar et al., 2022; Montgomery & Smith, 2014). The deviation from prior studies is that this study considers not only fun activities but also scaffolding as a joyful teaching strategy that help the students to learn the English language. Apparently, scaffolding activities are also essential to the GBA (Aunurrahman et al., 2020; Emilia & Hamied, 2015; Negretti & McGrath, 2018). The researchers suggested that teachers in public schools and private courses provide flexible worksheets relevant to the curriculum and the students' readiness to learn the English language. For example, this study implemented worksheets and joyful teaching strategies relevant to young learners who were new to English. For future studies, this study could be duplicated in a different village with different participants in terms of readiness to learn English language and levels of education.

4. CONCLUSION

Worksheets as a learning tool with singing and scaffolding activities that form joyful teaching strategies could help the students of EVoPB to learn English. This could be done as worksheets could be customized to suit the students' needs and interests and provide fun contents in teaching English. Furthermore, singing and scaffolding activities are joyful teaching strategies that could help students cope with the contents and tasks provided on a worksheet.

5. ACKNOWLEDGE

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