Media Information and Communication Technology (ICT) in Introducing English for Young Children

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ABSTRACT

Early childhood is a sensitive period to obtain various kinds of stimuli, one of which stimuli that need to be stimulated is language. The focus of this research is foreign languages because foreign languages mastered will have an impact on the future life, one of which is in the career field. This was seen at the time of the co-19 epidemic that the area of interest by workers, employees, and employees who were laid off in the pre-employment system was English. Therefore, English can be introduced to early childhood to prepare children to face the globalization of the world, survive in the world by facing increasingly high competition, and prepare children to lead the world. Case studies are research methods conducted by researchers because there is one school in Cimahi City that applies English learning through the use of information and communication technology media by introducing vocabulary and simple conversations through fun activities. Data collection techniques used were the observation of one of the English language learning programs, school interviews, and learning documentation analysed through thematic data analysis. The results of research that have been categorized into themes show that ICT-based learning media as an innovation in introducing English and internet networks that are used by teachers, so it can be concluded that ICT media and internet networks used can help teachers in introducing English and teachers can innovate and creative in creating an atmosphere of learning.

Keywords: Information and communication technology, English language, early childhood.

1. INTRODUCTION

All aspects of the development of human life today are influenced by developments in science and technology. One of the significant effects of the development of science and technology is in the field of education, both positive and negative. Education is a conscious effort that is made and planned in a planned manner aimed at realizing an active learning process so that students can develop their potential [1]. In the statement above, the influence of the development of science and technology in education occurs at the planning and implementation stages of learning.

The implementation of learning is one of the studies that will be examined, especially in the field of early childhood education. Early childhood education (ECE) is a fostering of the attitudes and behaviour of children aged zero to six years through teaching and training efforts through educational stimuli to assist physical and spiritual growth and development so that children are ready to continue the next level of education based on the characteristics of early childhood and characteristics of early childhood learning [2], [3]. In the field of Early Childhood Education, the development of science and technology has an impact on the implementation of learning because of the pedagogical competence for early childhood educators in Law Number 137 of 2014 attachment II point Estates that educators need to utilize technology, information, and communication for the benefit of carrying out activities educational development.

However, the learning that is currently being held is traditionalist, manual, dogmatic, and the use of strategies and learning methods that have not been varied so that the opportunity for children to explore their existing abilities is reduced. One of the causes of this problem is the low quality of educators in managing to learn, understanding science in the field of early childhood education and the inadequate ability of teachers to integrate information and communication technology (ICT) which can be applied in the classroom based on the developmental aspects that will be stimulated [4], [5].

Besides, when the situation that Indonesia is currently facing and in almost all countries in the world, namely the Covid-19 pandemic, many workers, employees, and employees have been dismissed as well as Indonesian citizens aged 18 years and over who are not in school and

are looking for work to continue. Their lives are hampered, so the government makes a pre-employment card program that aims to develop and improve work competence through pre-employment cards [6]. According to the Executive Director of Pre-employment Implementing Management, Denni Puspa Pubasari, the English language training package including the grammar and TOEFL packages was most in demand by participants who registered in the first batch [7], [8]. From the explanation above, it can be concluded that English is needed by adults in developing careers, especially in the field of work, so there is no harm in introducing English to children from an early age so that understanding English as a foreign language is difficult to learn to change.

Learning that applies information and communication technology provides opportunities for children to explore their potentials, interests, and talents in an interactive, productive, effective, inspirational, constructive, and fun way. Besides, it does not only have a positive effect on early childhood growth and development, through the use of information and communication technology, but teachers can also update knowledge about early childhood education related to strategies, methods, media, and pedagogical and professional competencies [4].

Information and communication technology (ICT) is a combination of hardware (hardware) and software (software). According to Lucas [4] defines that information technology is a form of technology used to process and send information in the form of electronic, microcomputers, mainframe computers, barcode scanners, while information technology is software in processing transactions, worksheet devices, and communication and networking equipment. The types of ICT that can be used in early childhood education learning are audio and video players, computers, and the internet [4].

The use of ICT needed in the implementation of early childhood learning in the context of learning such as determining the relationship of each material with various learning components, children's understanding of the material through ICT, and the application of ICT in learning [9]. This is in accordance with the research of [10] that ICT is able to develop children's literacy and communication skills. The language skills developed are foreign language skills, namely English because English is an international language that is accepted in almost all countries as a medium of instruction. In addition, English is the most important means of communication for Indonesian people to respond to the demands of the times such as mastering science, having extensive relationships, and a good career [11]. Therefore, the focus of this research is the use of ICT as a learning resource in implementing a series of learning on one of the aspects of early childhood development, namely language

development, especially in foreign languages, namely English, because many educators who teach English are not correct in pronouncing it, composing sentences. in the form of simple sentences, choosing vocabulary that is obtained from observations and interviews with educators when introducing English to early childhood.

Through several observations, there is a preschool that introduces English to early childhood in the city of Cimahi, Cimahi Utara District with the name of the English Day program. The English Day learning program has been going on since 2010 since the school was founded, besides English, which was introduced at the age of 2 years. During the five days of learning, the English Day program was introduced for two days. The teaching method for the English Day program is carried out through teaching using song and movement, the long term memory method, Teaching English by Using Games, and rewards. In addition, the media used in teaching English in the English Day program are flashcards with 12 learning themes, several worksheets, and several information and communication technologies such as television, DVD players, active speakers, laptops, computers, cell phones, and compact disks containing learning videos as well as the internet network provided at the preschool. Sourced from the results of the field, the learning media used in preschool shows that teachers are utilizing media that is currently developing rapidly and is an issue for early childhood education, namely ICT learning media because not all teachers in preschool are able to utilize ICT media properly and appropriately in stimulating physical and psychological development of children. This is in accordance with the problems currently faced by teachers in utilizing ICT media because of the limitations of the media owned by schools and the ability of teachers to utilize these media [4].

Based on the results of these savings, it is found that teaching English for early childhood can use ICT media in introducing English. In addition, the observations show that the preschool teacher is already proficient in using ICT media and the material to be provided is in accordance with early childhood development so that learning becomes fun and can motivate children in the context of the learning process, so researchers need to conduct research on the English program. Day especially on learning media. Therefore, the aim of this study is to determine the use of ICT in introducing English to early childhood.

2. METHOD

The research subjects were determined by considering the information that the informant would provide, namely teachers and pre-school founders who could be accounted for and trusted in providing information as a source of data to find answers regarding the use of ICT media in introducing English to early childhood in one of the pre-schools in the city. Cimahi,

North Cimahi District. The English Day program was introduced as a learning program in 2010. For this reason, it strengthens researchers in seeing, observing, and conducting research. Based on these data, researchers tend to use a qualitative approach with the case study research method because researchers want to study a program with various kinds of data collection procedures to develop knowledge naturally without any action [12] [13]. Data obtained from observations of the English Day program which was carried out for two days, namely Tuesday and Wednesday for a week, not only observation, the data collection techniques used by researchers were interviews with preschool founders and class teachers. After the data is obtained, the data is carried out through thematic analysis as data analysis because the data results are categorized in the form of themes that have been coded according to the research question [14].

3. RESULT AND DISCUSSION

The results showed that the ICT media as a medium for the introduction of English provided by the school were television, DVD players, computers, laptops, cell phones, and portable speakers. Also, the school has learning videos in compact disk (CD) form with different learning themes. The ICT media used by the school are by the ICT media which is interpreted by the National Association for the Education for Young Children (NAEYC) [15] that early childhood can develop and learn through ICT media.

The use of ICT media is often used in early learning activities to explain material appropriately with the aim that children can see real objects visually visualizing moving images accompanied by audio because the real objects needed by the teacher cannot be brought by the teacher into the classroom due to limited classrooms and costs such as introduce family members through instructional videos. The statement above is by what UNESCO stated [16] that the education system that adopts ICT includes four stages and stages of transforming as one of the stages describes schools that have used ICT in all organizations in schools such as educators and education personnel who create a creative and interactive learning environment. This can be seen from the results of classroom observations, the children looked enthusiastic when the teacher turned on the television which was connected to the DVD player as a learning medium, almost all children queued up and asked the teacher to sit in front.

At these schools, the teacher felt helped by the ICT media provided by the school, especially in introducing English, because the pronunciation given by the ICT media was more precise and better for children to imitate. This is following the teacher's statement when interviewed that the possibility of the teacher pronouncing simple vocabulary and sentences is not always correct and appropriate for children to imitate, teachers have limitations in pronouncing and understanding simple vocabulary and sentences, so the teacher needs help. Besides, when children learn English using ICT media, the teacher can also learn with the children. This statement is following the impact of using ICT as a learning media stated by Susanto [16] that information and communication technology influences the environment that is currently using electronic and digital equipment because the results of interviews and observations show an influence for teachers and children involving the media ICT in learning English.

The use of ICT as teaching materials needs to be considered and considered according to the aspects of child development based on the child's age stage, although in its application, the ICT media will have to be controlled or supervised by educators [16]. This is following the application of ICT media in introducing English because the English skills introduced by teachers to early childhood are the ability to listen or hear and speak [17], [18], [19]. Developing the ability to listen or listen and speak can be done through ICT media.

In addition to television, DVD players, computers, laptops, cell phones, and portable speakers as ICT media [15], this preschool provides internet networks in the form of Wi-Fi and LAN. The Internet network in the form of a LAN can be connected to television so that television can search through the Google and YouTube applications which are often used by individuals in searching for learning materials, especially English. The use of internet networks can help teachers find learning material.

4. CONCLUSION

At this time, the individual's ability to understand English for early childhood requires foreign language skills, one of which is English, which is based on the results of the pre-work card program conducted during the COVID-19 pandemic. Based on the results of research conducted at a school in the city Cimahi that learning English for early childhood can take advantage of ICT media. The use of ICT media in introducing English has advantages in its use because ICT teachers can introduce real objects visually visualizing moving images accompanied by audio, due to limitations in class space and costs, besides that through ICT children can develop better and more precise English skills. to be imitated by children because the material provided uses an English-speaking expert.

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