A STUDY ON STUDENTS' ACTIVITIES IN LEARNING ENGLISH AT KINDERGARTEN

A THESIS

Intended to Fulfill One of the Requirements for the Award of Sarjana Degree in English Language Education study Program of Universitas Islam Riau

BY

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The Researcher

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ABSTRACT

Boy, Firman. 2021. ***A Study on Students' Activities in Learning English at Kindergarten.*** **Final Project. English Language Education, Faculty of Teacher Training and Education, Universitas Islam Riau.**

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This research is designed to find out students' activities in English learning at kindergarten level. There are three classes with total 32 students as sample. Researcher used observation and questionnaire to collect the data. There are 10 items of questionnaire which were distributed to kindergarten students who guided by the teachers. The result showed that 66.24% of students' answers showed that they are happy and tend to have a play-based learning during the class.

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CHAPTER I

INTRODUCTION

1.1 Background of the Problem

Mastery of the English language is a crucial skill in this information and communication era. This foreign language skill is needed to master science, have broad relationships, and a good career. This makes people from all societies of life motivated to master English. The tendency of people to master foreign languages makes them bring their children to learn English as one of the skills they develop. Based on the assumptions of Santrock (2007), children learn foreign languages faster than adults. Children who start learning languages at a young age will have better abilities than their parents or adults.

However, teaching English in Indonesia is different from other countries. In Indonesia, position of English is the first foreign language that must be taught in SMP and SMA, even based on the 2013 curriculum, at the primary school level English is one of the local content which is not a compulsory subject. However, private schools provide English language instruction starting from early childhood (TK), and also SD. Although learning English at private schools has not been effective in improving children's English language skills.

In kindergarten level, the materials of learning are more focus in activity such as play or game. According to Hamlin & Wisneski (2012), kindergarten learning programs offer children a chance to study the world through play while incorporating scientific concepts. One of programs that related with students of kindergarten level is play-based learning. Play-based learning has been emphasized in the teaching and learning process. Pyle and Danniels (2017) state that the purpose of play-based learning is inherent in its name: to learn while at play.

Based on researcher's observation, learning English in TK has a play-based learning learning but it doesn't use the existing technology properly. Meanwhile, learning English at TK Aisyah concerns in play-based and learning-based digital play which are enjoyable and impressive to the students. The play-based learning learning at TK Aisyah is applied under teachers supervising.

Based on explanation above, the researcher decide to research a study entitled "A study on students' activities in learning English at Kindergarten". The aim of this research is to introduce students' activities in learning English by using technology that can easily be adopted by school for a more enjoyable classroom and impress the students itself.

1.2 Identification of the Problem

Playing helps children complete their needs in learning and kids have fun gaining knowledge of about the world round them. It is through play that children build their identity and selfconfi dence (Moyles, 2005; Duncan & Lockwood, 2008; Christie & Roskos, 2009). Playing and learning in teenagers are dimensions that stimulate each other and can be seen as an indivisible entirety. It is a section of children's experiences which helps them create an appreciation of the world they stay in. As play is a natural instinct for a child, using the learning through play approach is an effective way to shape and develop children's thinking (Moyles, 2005; Sharifah Nor, Manisah, Norshidah & Aliza, 2009). According to Miller & Almon (2009) every child deserves a chance to grow and learn in a play-based experiential.

Izumi Taylor, Samuelsson & Rogers (2010) state that teachers' perceptions of play impacted children's learning experiences. Thus, it is imperative for preschool teachers to recognize the appropriate educating approach, such as getting to know through play and its function in early childhood development. Teachers who fail to use suitable educating approaches, according to the development stage, may additionally warfare to assist youth attain their potential.

Based on the background of the study, there are several problems in students' activities. As the students at TK are at the age average of 6, they are

mostly tend to studying through playing, thus learning English at TK use a play-based learning learning. Furthermore, most teachers at TK do not explore other features of play-based learning, such as the use of technology in learning English which is more enjoyable and impressive.

1.3 Focus of the Problem

This study is intended to find out how is Students' activities in learning English at TK. Teachers used play-based learning. Students' perception after using learning activity became focus point on this research. The researcher analyzed the data from questionnaire and classified how students' activity is.

1.4 Research Questions

Based on the limitation of the problem, this study was formulated as follow:

1. How is the students' activities in learning English at TK?

1.5 Objective of the Research

This study intended to find out:

1. Students' activities in learning English at TK.

1.6 Significance of the Research

From this research, the researcher expected that the results of this study could help teacher realize about the importance of play-based learning in students' activities in learning English. Besides, hopefully this research also help English teachers to improve their motivation and teaching learninges in kindergarten. For students itself, they could use as a source of information about play-based learning and get a new attraction so they enjoy to study language especially English.

1.7 Definition of the Key Terms

In order to avoid misunderstanding and misinterpretation, it is necessary to explain the key terms:

1. **Students' activities**

   Classroom activities are activities done by a student inside the class as part of applying or doing the practical part of the lesson after listening to the theoretical part which is presented by the teacher. Activities outside class enable learners to explore more knowledge through visiting libraries, responding to and using the environmental realia, using electronic programs, and accessing the relevant sites of the internet.

2. Play-based learning

According to Cutter-Mackenzie et al. (2014), Play-based learning settings enable children to learn through play.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Relevance Theories

The relevance theories are about Play based learning, purposes, characteristic, and features of Play based learning.

2.1.1 Play Based Learning

There are many definitions of Play-based learning that have been proposed by some experts in language learning. According to Cutter-Mackenzie et al. (2014), Play-based learning settings enable children to learn through play. Interestingly, play-based learning was already being used back in the 1700s (Wood 2010), and it has continued to be used in early childhood education to promote the learning of young children. Critical theorists such as Roussau, Froebel, and Dewey believed that play was critical as a primary mode for young children's learning and development (Platz and Arellano 2011). According to Roussau (1712–1778), in particular, emphasized child-centered education and those adults needed to offer a secure environment (Dahlberg et al. 1999). Froebel (1782–1852) introduced the concept of first-hand experiences for young children in children's play (Wood and

Attfi eld 2005). Dewey (1589–1952) also believed it was important to provide different experiences to enable children's learning through play (Platz and Arellano 2011). Over the years, early childhood education has progressed through various values based on many generations of theorists and educators. Based on such theories, early childhood education becomes a field of evolving play for children and increasingly valued roles for educators during play to support children's learning (Cutter-Mackenzie et al. 2014).

According to Lynch (2015), nearly all the teachers in her study believed that children benefit socially from free play. Lynch postulates that because children have an intrinsic motivation for play, robbing them of that outlet will lead to a decrease in social competencies. Another teacher in Lynch's study shared that her students were given no time for social development with the push for academics. According to this teacher, the children are failing when there is nothing wrong other than a need for play. The curriculum is failing the children (Lynch, 2015).

According to Wallerstedt C, Pramling (2012), Play-based learning is, essentially, to learn while at play. Although the exact definition of play continues to be an area of debate in research, including what activities can be counted as play; play-based learning is distinct from the broader concept of play. Learning is not necessary for

an activity to be perceived as a play but remains fundamental to the definition of play-based learning. Within studies that have examined the benefits of play-based learning, two different types of play have been the primary focus: free play, which is directed by the children themselves, and guided play, which is a play that has some level of teacher guidance or involvement.

Furthermore, according to the journal of the department of education of the Queensland government, Play-based learning is strongly connected to the development of self-regulation as young learners develop the skills of collaboration, to negotiate and to reach compromises, to share ideas and express opinions, to make and follow rules and to act with the agency (Berk, Mann & Ogan, 2006). It is the degree of agency and capacity to make decisions that are central to the concept of play-based learning. 'To an observer, learners demonstrating choice are setting goals, developing and sharing ideas, making and changing rules, and negotiating challenges. They are also likely to be choosing collaborators and roles' in Mardell, B., Wilson, D., Ryan, J., Ertel, K., Krechevsky, M., & Baker, M. (2016). It is through play-based learning that young learners explore and apply knowledge and understandings as individuals and as part of a group. An observer of play-based learning is likely to see young learners actively engaged in

experiences where choice, wonder, and delight are evident in their interactions.

2.1.1.1 Purposes of Play Based Learning

According to Kim B, Park H, Baek Y (2009), the use of Play-based learning strongly supports the promotion of socialization amongst the children and the development of language. There has been a recent increase in the number of students who enter the early education system as English as A Second Language Learners (ESL); also identified as English Language Learners (ELL). There has been a need for students to receive additional instruction from their educators as a means to prevent these learners from falling behind academically.10 Students enrolled in the public school system are required to demonstrate their knowledge and understanding of the material before entering the next grade. There are moments when those who require additional services such as ELL supports do not receive the services they need. Many ELL students struggle to communicate with their educators and peers regarding academic material as they are

learning to manage the languages appropriately, whilst simultaneously gaining exposure to the new written symbol system for English.

The use of Play-based learning allows for ELL students to communicate with their peers more encouragingly. The use of play-based learning allows students to meet the goals of the curriculum in a holistic manner that requires communication with one another. The child who is an ELL in the academic system will gain the opportunity to visually understand the concept their peers are demonstrating, engage in the process of learning through play, and receive auditory input of the information that is being shared amongst peers. Besides, the child will receive the added input of the educator who is manipulating the play situations for learning. This frontloading of information for this child is beneficial to their learning experience, as they are learning in a holistic manner which completely emerges them in the culture, curriculum, and academic system. The child will feel more comfortable expressing the information that has been acquired. Furthermore, the fear of the child falling behind academically will reduce as families will feel more confident that the

educator is supporting their child in a manner that is most suitable and appropriate.

Meanwhile, the use of Play-based learning also promotes and supports the continued development of problem-solving, coping, understanding cultural differences, classroom etiquette, etc. As mentioned by Robinson and Zajicek (2005), social competence can be defined as the ability of a child to successfully and appropriately select and achieve their interpersonal goals. Such goals may include making friends, being in a safe place, and having a bond with their educator. Furthermore, Liu et al (2011) mention "Language learners should develop their understanding of the convention of the language used by engaging in the kinds of language activity found in real life rather than by learning lists of rules." When these goals are sought and strengthened, students will learn to navigate their academic setting.

Fortunately, Play-based learning provides students with the opportunity to freely explore their settings and materials. Students will gain a level of comfort ability within their academic setting that cannot be found in a traditional academic setting. It is difficult for a child to feel comfortable imitating actions they are unsure of. If a child is unable to

stand and explore the classroom like a teacher, the child will replicate the actions of the teacher as one who is authoritative within the classroom and a student as one who is meant to remain obedient to the teacher. Allowing students to feel more comfortable to ask questions about their academic setting directly influences student's willingness to take risks in their academic setting. Students will have gained the opportunity to explore the social constructs of their school and feel comfortable enough to challenge them by thinking of ways to contribute to their setting in a personal way. Each contribution of the child encourages the development of problem-solving, coping, etc. The creation of personal space within their school makes children feel safe and welcome each day. How they choose to manipulate their environment encourages students to think of what works best for their academic needs.

2.1.1.2 Characteristics of Play Based Learning

Play can be as complicated as a detailed castle built from twigs and leaves or as simple as a child ripping paper, so what does play look like? Meanwhile, According to Kylie

Rymanowicz (2015), there are ten characteristics of Play based learning which are presented as following explanations below;

a. Active. During active play, children use their bodies and minds in play by interacting with the environment, materials and other people.

b. Adventurous and risky. This type of play involves children exploring unknown or new concepts. When children engage in adventurous or risky pretend play, they are able to safety explore these concepts within the confines of a safety net.

c. Communicative. Play presents a natural opportunity for children to share information and knowledge. Children can communicate verbally, using words or their bodies, postures and other non-verbal cues and these messages can be simple or more complicated.

d. Enjoyable. Simply put, play is fun! When children play they should be enjoying themselves and they can often find excitement and humor in or through their play. If they aren't having fun, it probably isn't play. Instead of playing to win, children should be playing to play and have fun!

e. Involved. Remember that play is a child's work, and just like adults need to concentrate while working, children should concentrate during their play also. Children might become very involved while playing as they are actively thinking about what they are doing.

f. Meaningful. Play provides opportunities for children to make sense of their world. Through play, children process the things they have seen and heard, what they know and what they don't yet know. These experiences help children build upon their current knowledge, test out new theories and roles and grow their knowledge, understanding and skills.

g. Sociable and interactive. While it is healthy and necessary for children to play independently, at least some of the time, play presents a unique and formative opportunity for children to engage in social interactions and build relationships with other children and adults.

h. Symbolic. Children are able to test out roles, feelings, behaviors and relationships, replay things that have already happened in order to make sense of them. Symbolic play

may just look like pretending, but it is actually laying the foundation for understanding of themselves and the larger world.

i. Therapeutic. When play is fun, engaging and meaningful, it can be very therapeutic for children. Play can be a natural way for children to relieve stress and work through different emotions and experiences.

j. Voluntary. Play is a self-chosen, spontaneous pursuit that children can change, alter and manipulate freely. Children should and will change the story, characters, materials, events, locations and purpose of their play at will.

While play can be as varied as the children themselves, these common characteristics describe play based learning experiences that are fun, engaging and educational for young children.

2.1.1.3 Procedures of Play Based Learning

According to Rieber (1996), Play-based learning allows students to engage in purposeful activities that will allow for the simulation of such experiences they are likely to encounter. This is generally defined as having the following four features: 1) It is

usually voluntary; 2) It is intrinsically motivating, that is it is pleasurable for its own sake and is not dependent on external rewards; 3) It involves some level of activity, often physical, engagement; and 4) It is distinct from other behaviors by having a make-believe quality. Each feature leaves room for the fostering of strong metacognitive skills and the ability to build independence as well as co-dependency on their peers. Students benefit greatly from their play experiences through the innate learning learning, educators can manipulate scenarios to teach children certain curriculum goals.

Furthermore, as mentioned by Rieber (1996), play and imitation are natural learning strategies where children are quick to grasp, which allows for educators to build meaningful experiences for children within the classroom through careful modeling of behaviors and opportunities of imitation and manipulation. Allowing students to manipulate their experiences is important for the child, as they will retain the information, they have gathered best in a personal manner that is meaningful to them. For this reason, students will work with their educators, peers and independently to meet the task's objective in a play-based learning classroom. This also allows students the

opportunity to safely obtain other skills they will carry on into adolescence and adulthood within their academic setting, whilst being supported by their educator. Johnson NB (1980) says that it is crucial for students to gain opportunities to explore and learn major life skills such as problem-solving, independently or with peers. The failure to use these strategies, however, may not be related so much to age but to experience and the teachers' interventions can help even young children to develop some of the meta-components that are the strategies of successful learning.

2.1.2 Features on Play Based Learning

According to the Age-appropriate pedagogies journal released by the department of education of the Queensland government, there are eight features of play-based learning such as dramatic, fantasy, exploratory, manipulation, small world play, games with rules, physical and digital play. They are presented below:

a.Dramatic

It may include multiple participants, and it often involves use of symbols and props for example, dramatizing a familiar story, role playing community and family members.

b.Fantasy

It may be a dramatization of events from a favourite program, play character (superhero, action figure) or story

c.Exploratory

Young learners experiment with the properties of equipment and object for example, the use of digital tools, prisms and magnifying glasses, and materials such as clay and watercolors.

d.Manipulate

Young learners manipulate parts within materials for example, construction sets, puzzle, blocks, and beads.

e.Small world play

Utilities miniature equipment including small figurines, animals, furniture and trays

f.Games with rules

It may include commercial board games with a specific concept as the focus for example, shape, colour, letter, sound, and counting. It also may be board games constructed by young learners with negotiated rules.

g.Physical

Young learners' experiments with ways to move their bodies through drama, music and movement, ball skills and outdoor play equipment.

h.Digital play

It may include multiple participants and includes tablets, computers, video equipment, digital phones, electronic whiteboards, electronic toys, recording devices, dgigital microscopes, assistive devices. Furthermore, the young learners experiment with the properties of digital equipment to produce a range of artifacts for personal interest.

2.1.3 Students' Activities in the Classroom

Classroom activities are activities done by student inside the class as part of applying or doing the practical part of the lesson after listening to the theoretical part which is presented by the teacher. Activities outside class enable learners to explore more knowledge through visiting libraries, responding to and using the environmental realia, using electronic programs and accessing to the relevant sites of the internet.

The term "Classroom activities" applies to a wide range of skill-based games, strategies and interactive activities that support students' educational development. The goal of all activities is to enhance students' understanding, skill or effectiveness in a specific area by engaging multiple styles of learning. School activities also serve to infuse fun into learning as well as bolster student confidence and the ability to think critically.

A good design of classroom activities could not only help the students handle the relationship of "input" and "output" during their

speaking process, but also mobilize the interaction between teachers and students inside the classroom. This design is, guided by the Task-based teaching method, based on the correct choice of teaching content and reasonable arrangements for classroom tasks, and with a variety of classroom activities, to stimulate the students' interest and successfully complete the speaking process in the oral course classroom. It's helpful to both the students and the teachers to make satisfying achievements for the teaching task.

2.1.3.1 Concept of Students' Activities in the Classroom

Classrooms are the places for producing the educational, instructional activities at schools. The structure of the classroom has a big impact on student behaviors. In order for learning-teaching activities to reach the determined goal, there is a need for conscious, planned, purposeful and suitable tools as well as activities based on real-life. Such a learning environment inevitably increases an individual's interest in learning and ensures her participation (Demirtaş, 2006; Cohen, 1983).

When teachers do not meet students' learning needs through suitable learning environments, they try to teach by force. This in

return causes the activities to decrease and students to lose interest in school. Students' studying habits and attitudes are related to their readiness to react in a certain way against school related activities in and out of school and their adopting a certain mode of behavior with regards this issue. In this respect, there are many issues regarding how students' feel while listening to the course, their attitudes towards the teacher, their studying methods, their expectations from education, their learning towards homework, their electronic communication skills, their setting up the study environment and their relationships with parents and peers (Küçükahmet,1987).

2.1.3.2 Purposes of Students' Activities in the Classroom

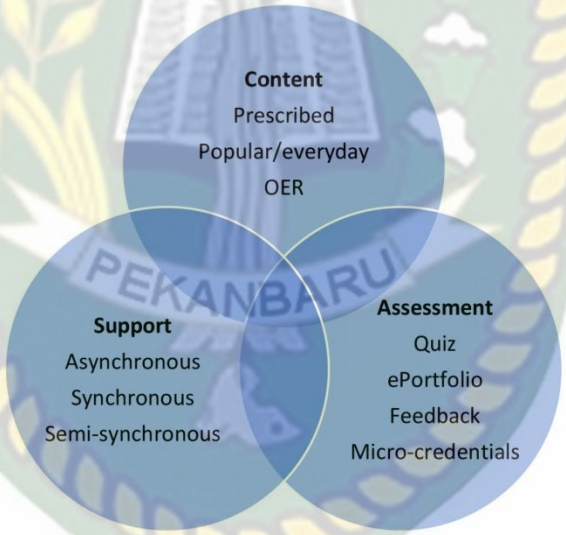
Students' activities in the classroom are the activities done that relates to the teaching and learning activity. The activities are hoped meeting the aims of the study itself.

2.1.3.3 Components of Students' Activities in the Classroom

Components of conducting teaching and learning in the class are basically; students, teacher, and instructional media. Since the researcher bring up the idea of a study on students' activities in learning English at TK, thus the instructional media would be

different compared to teaching at another level. As the kindergarten students are in the age of playing.

Furthermore, According to Dr. Tony Mays (2020), there are many issues to consider in trying affecting a shift to the new expanded school classroom. However, three components can be considered key: content, support and assessment. These three key components are inter-related, as illustrated in the following diagram.



Teachers and learners need access to appropriate content but there must be support for meaningful engagement with that content and feedback from integrated assessment, so that learners, teachers, parents/care-givers and officials can monitor and know what

progress is being made and where additional support might be needed.

In most schooling systems, there are textbooks or workbooks that have been prescribed by the Ministry following a rigorous review process. In the absence of direct instruction within a physical classroom, teachers need to provide written, audio or video guidelines on how to engage with the prescribed resources. This can usefully take the form of before, during and after activities, for example, reflecting on prior learning, finding answers to the following questions, and developing a mind-map summary of what has been learned. Then, because a textbook or workbook designed for a general audience cannot possibly meet the needs of every individual learner, the teacher needs to anticipate the popular media or everyday objects that may be available to learners outside of the physical classroom and find open educational resources and develop learning and support activities linked to those.

2.1.3.4 The Process of Students' Activities in the Classroom

The researcher describes the process of the students' activities which is in line with the explanation of components mentioned above. The following examples reflect a variety of roles

that teachers adopt when supporting young learners during play. According to Dr. Tony Mays (2020), they highlight the importance of adult language choices that sustain play.

1. Listening: Carefully responding to young learners' conversations, enquiries, questions and theories about the world. Sometimes this may involve paraphrasing what a young learner has said to show that you've been listening carefully, and posing a question to elaborate on the topic, 'So what equipment will you need for the pet shop so that all the animals will stay healthy?' (Links to Biological Science strand living things)

2. Solving Problems: Allowing young learners to generate their own ideas. For example, a young learner is making a funnel for a box construction boat, using ordinary glue to try and make it stick. The teacher supports the play by stating, 'I can see you having problems making that stick on/ stay upright. That looks a bit tricky, it's leaning. How can we sort this out? What could we use to make it stay on? Can you think of something we might use?' (Links to general capability critical and creative thinking)

3. Modelling: Making learning explicit and relevant. The teacher is working with a small group on the concept of counting

forwards and counting backwards using a large number line. As the teacher points to each number he counts out aloud from one to ten. The teacher explains that as she counts forwards the number gets bigger and when counting backwards the number is smaller. The concept of counting backwards is reinforced through the movement game of rocket blast off with young learners practising a countdown. (Links to mathematics)

4. Questioning: Young learners have made a puppet theatre with boxes and the teacher comments, 'I would like to see the show but I need to buy a ticket. Can someone tell me where to buy one?' A series of prompting questions give the teacher information about what young learners know about dramatic productions, provide an opportunity to reflect on what they know and to consider ways to extend the play for example, making tickets and signs, organizing shows, puppet production and seating. (Links to The Arts: Drama, understand how the arts work).

5. Provoking: Challenging young learners' ways of knowing, thinking and doing to develop deep understandings. For example, a teacher shares a text in which the doctor is depicted as a male figure. The teacher discusses the idea that doctors may be female and male challenging the inherent stereotyping. (Links to general

capability intercultural understanding: challenge stereotypes and prejudices)

6. Researching: Making interactions meaningful in order to extend children's understandings, abilities and interests. For example, a group of young learners see a grasshopper chewing a plant outside and the teacher uses this opportunity to encourage research inviting young learners to draw what they see and engage in an online search. (Links to Biological Science strand living things)

7. Gradual release of support: Reducing support as a young learner becomes more confident in applying a new skill, for example, reading a simple text. (Links to English literacy strand, interpreting, analyzing, evaluating).

2.1.3.5 Types of Students' Activities in the Classroom

Students learn through their participation in the attainment of knowledge by gathering information and processing it by solving problems and articulating what they have discovered. Each activity below provides students with opportunities to deepen their learning by applying concepts and articulating new knowledge and many of these activities also provide the instructor feedback about the

students' learning. Furthermore, many experts present that there are many types of students' activity in the classroom. In this research, the researcher took the types of students' activity theories from the Harriet W. Sheridan in Brown.edu website, who states that there are nine types of students' activity. Here they are:

1. Entry/Exit Tickets

Entry & Exit tickets are short prompts that provide instructors with a quick student diagnostic. These exercises can be collected on 3"x5" cards, small pieces of paper, or online through a survey or course management system.

a. Entry tickets focus student attention on the day's topic or ask students to recall background knowledge relevant to the day's lesson: e.g., "Based on the readings for class today, what is your understanding of _____?"

b. Exit tickets collect feedback on students' understanding at the end of a class and provide the students with an opportunity to reflect on what they have learned. They can be helpful in prompting the student to begin to synthesize and integrate the information gained during a class period. For example, a muddiest point prompt: "What was the muddiest point in

today's class?" or "What questions do you still have about today's lecture?".

Advantages of entrance and exit tickets include: participation of each student, prompt for students to focus on key concepts and ideas, a high return of information for the amount of time invested, important feedback for the instructor that can be useful to guide teaching decisions (e.g., course pacing, quick clarification of small misunderstandings, identification of student interests and questions).

2. Free Writing/Minute Paper/Question of the Day Exercise

These are activities that prompt students to write a response to an open question and can be done at any time during a class. Writing activities are usually 1-2 minutes, and can focus on key questions and ideas or ask students to make predictions. These activities give students the opportunity to organize their own thoughts, or can be collected by the teacher to gain feedback from the students. Advantages include developing students' abilities to think holistically and critically, and improving their writing skills.

3. Ice Breakers

Ice Breakers are low-stakes activities that get students to interact and talk to each other, and encourage subsequent classroom interactions. They can be useful at the beginning of the semester: for example, asking students to introduce themselves to each other and what they would like to learn in the course. Advantages of icebreakers include: participation of each student, the creation of a sense of community and focusing students' attention on material that will be covered during the class period.

4. Think–Pair–Share

This type of activity first asks students to consider a question on their own, and then provides an opportunity for students to discuss it in pairs, and finally together with the whole class. The success of these activities depends on the nature of the questions posed. This activity works ideally with questions to encourage deeper thinking, problem-solving, and/or critical analysis. The group discussions are critical as they allow students to articulate their thought processes.

The procedure is as follows:

1. Pose a question, usually by writing it on the board or projecting it.
2. Have students consider the question on their own (1 – 2 min).
3. Then allow the students form groups of 2-3 people.
4. Next, have students discuss the question with their partner and share their ideas and/or contrasting opinions (3 min).
5. Re-group as a whole class and solicit responses from some or all of the pairs (3 min).

Advantages of the think-pair-share include the engagement of all students in the classroom (particularly the opportunity to give voice to quieter students who might have difficulty sharing in a larger group), quick feedback for the instructor (e.g., the revelation of student misconceptions), encouragement and support for higher levels of thinking of the students.

5. Case Studies and Problem-Based Learning

Case studies are scenarios that apply concepts learned in class to a "real-life" situation. They are usually presented in narrative form

and often involve problem-solving, links to course readings or source materials, and discussions by groups of students, or the entire class. Usually, case studies are most effective if they are presented sequentially, so that students receive additional information as the case unfolds, and can continue to analyze or critique the situation/problem.

Guiding questions lead students through the activity. The questions should be designed to develop student's critical thinking by asking students to distinguish between fact and assumptions, and critically analyze both the process they take in solving the case study as well as the solution itself. Example questions include:

1. What is the situation? What questions do you have?
2. What problem(s) need to be solved? What are some solution strategies? Evaluate pros/cons and underlying assumptions of these strategies.
3. What information do you need? Where/how could you find it?
4. What criteria will you use to evaluate your solution?

There are many collections of case studies publically available in a variety of disciplines.

Problem-based learning activities are similar to case studies but usually focus on quantitative problems. In some cases the problems are designed to introduce the material as well as provide students with a deeper learning opportunity.

The advantages of problem-based learning activities and case studies include developing students problem solving and decision making skills, develop student's critical thinking skills encouraging critical reflection and enabling the appreciation of ambiguity in situations.

6. Debate

Engaging in collaborative discourse and argumentation enhances student's conceptual understanding and refines their reasoning abilities. Stage a debate exploiting an arguable divide in the day's materials. Give teams time to prepare, and then put them into argument with a team focused on representing an opposing viewpoint. Advantages include practice in using the language of the discipline and crafting evidence-based reasoning in their arguments.

7. Interview or Role Play

Members of the class take the part or perspective of historical figures, authors, or other characters and must interact from their perspective. Breakdown the role play into specific tasks to keep students organized and to structure them so that the content you want to cover is addressed. Preparation work can be assigned for outside of class, so clearly communicating your expectations is essential. Advantages include motivation to solve a problem or to resolve a conflict for the character, providing a new perspective through which students can explore or understand an issue and the development of skills, such as writing, leadership, coordination, collaboration and research.

8. Interactive Demonstrations

Interactive demonstrations can be used in lectures to demonstrate the application of a concept, a skill, or to act out a process. The exercise should not be passive; you should plan and structure your demonstration to incorporate opportunities for students to reflect and analyze the process.

1. Introduce the goal and description of the demonstration.

2. Have students think-pair-share (see above) to discuss what they predict may happen, or to analyze the situation at hand ("pre-demonstration" state or situation).

3. Conduct the demonstration.

4. Students discuss and analyze the outcome (either in pairs/small groups, or as a whole class), based on their initial predictions/interpretations.

Advantages of interactive demonstrations include novel visualizations of the material and allowing students to probe their own understanding by asking if they can predict the outcome of the demo. They are also a venue for providing applications of ideas or concepts.

9. Jigsaw

A Jigsaw is a cooperative active learning exercise where students are grouped into teams to solve a problem or analyze a reading. These can be done in one of two ways – either each team works on completing a different portion of the assignment and then contributes their knowledge to the class as a whole, or within each group, one student is assigned to a portion of the assignment (the jigsaw comes

from the bringing together the various ideas at the end of the activity to produce a solution to the problem). In a jigsaw the activity must be divided into several equal parts, each of which is necessary to solving a problem, or answering a question. Example activities include implementing experiments, small research projects, analyzing and comparing datasets, and working with professional literature. The advantages of the jigsaw include the ability to explore substantive problems or readings, the engagement of all students with the material and in the process of working together, learning from each other, and sharing and critical analyzing a diversity of ideas

2.2 Relevance Studies

There are some studies which are relevant to the study the researcher conducted here. This study can be supported by an extensive review of the literature on study of students' activities in learning English at Tk. In line with this, many researchers have been devoted to determining the study of students' activities in learning English, and the play based learning in students' activities in learning English. Here are some of the studies:

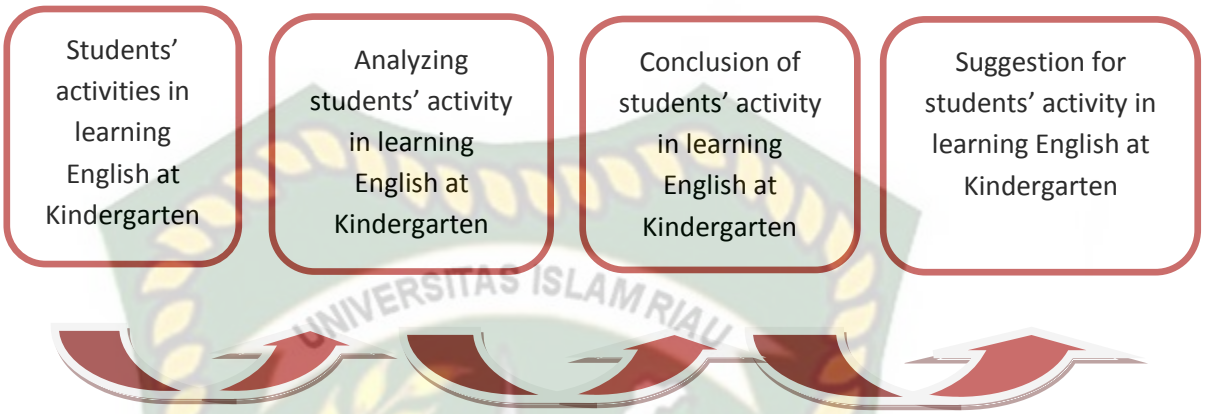
The first research study is entitled "*Learning evaluation through E-learning socrative in language learning".* This research was done by Alfa Mitri

Suhara, Dida Firmansyah, and Indra Permana (2019). The results of this research showed that the use socrative (one of the features of play based learning) in language learning went well, effectively and could be used appropriately.

Further research is entitled "*Using Socrative and smartphones for the support of collaborative learning".* This research was done by Mohamma Awedh, Ahmed Mueen, Bassam Zafar, Umar Manzoor (2014). The results of this study reveal that collaborative learning and engagement of student in the class improves student learning performance. The researchers highly recommend these tools in educational stings to support the learning process.

Another research is entitled "*The importance of play in early childhood education: a critical perspective on current policies and practices in Germany and Hong Kong".* This research was conducted by Stefan Faas, Shu-chen Wu, Steffen Geiger (2017). The results of the study show that the interpretations and discussions of international reform learninges in different cultural settings are sometimes very different. The statements of the German and Chinese participants indicate that international developments are assessed primarily in the context of national educational traditions and structures. Against this backdrop, it is assumed that international reform movements-despite some assimilation-will have different effects in national education system.

2.3 Conceptual Framework



1. There are nine activities in the learning activity at Kindergarten, According to the researcher's assertion.

2. Students' needs and interests are taken into consideration when conducting research to determine which activities are appropriate.

3. Student responses to a questionnaire which activities would be nost beneficial for them.

4. By presenting the results of the questionnaire, the research could determine which activity is the most effective and provide insight to the teacher in the process of conducting the teaching and learning process in a classroom environment.

CHAPTER III

RESEARCH METHOD

3.1. Research Design

This research is a descriptive study. That is, qualitative research is essentially observing people in their environment, interacting with them, trying to understand their language and interpretation of the world around it (Sugiyono, 2012). This study used case study design. A case study is an in-depth exploration of a bounded system (e.g., activity, event, process, or individuals) based on extensive data collection (Creswell, 2007) in. This research was intended to focus on Students' activities in learning English at TK.

3.2. Place and Time of the Research

The research was conducted on July 26th 2021 in TK Aisyah Pekanbaru.

3.3. Population and Sample of the Research

In this research, the researcher will take sample from the students of TK Aisyah Pekanbaru. The data was conducted from part of the population by using cluster-random sampling technique. According to Gay (2010) cluster random sampling is a techniques which the group not individual are taken

randomly. The researcher chose three classes consisted of 32 students for total population.

3.4. Instruments of the Research

The instruments of this research was questionnaire. The data of this research a form of questionnaire that was given to the students. The students were guided by their teacher to fill the questionnaire and chose "yes or no" option. The populations in this study are the students of TK Aisyah Pekanbaru, they were being the representative of the school to participate in this research and the sample one class of two classes in TK Aisyah Pekanbaru. The sample choose by used purposive sampling as tool for informant selection, according to (Patton, 1990; 169 in Indrawan, 2014: 107) the standard that use to choose the participant was they are that know well about the information. The questionnaires of this research include the questions about process of students' activities in learning English.

Tabel 3.1.

Questionnaire of students' activity in English learning at TK

No	Questions	Yes	No
1	I prefer to use posters, models, or actual practice and other activities in class. (Saya lebih memilih menggunakan poster, model, atau latihan		

	sesungguhnya dan aktivitas lain di kelas.)		
2	I enjoy working with my hands or making things. (Saya menikmati bekerja dengan tangan saya atau membuat benda – benda.)		
3	I play with coins or keys in my pocket. (Saya bermain dengan koin atau kunci yang ada di kantong saya.)		
4	I learn to spell better by repeating words out loud than by writing the words on paper. (Saya belajar untuk mengeja dengan lebih baik saat mengulang kata – kata daripada menuliskannya di kertas.)		
5	I would rather listen to a good lecture or speech than read about the same material. (Saya lebih mendengarkan sebuah pelajaran atau ceramah daripada membaca dengan bahan yang sama.)		
6	I can remember best by writing things down several times. (Saya mengingat dengan baik dengan menuliskan hal tersebut beberapa kali.)		
7	I grip objects in my hands during learning periods. (Saya memegang benda – benda di tangan saya saat jam pelajaran.)		
8	I feel very comfortable touching others hugging, handshaking, etc. (Saya sangat senang menyentuh orang lain, berpelukan, bersalaman		

	dll.)		
9	I can remember best by writing things down several times. (Saya bisa mengingat dengan baik dari hal – hal yang ditulis beberapa kali.)		
10	I follow oral directions better than written ones. (Saya mengikuti arahan melalui ucapan dibandingkan tulisan.)		

(Adapted from University of Texas Learning Center, 2006)

3.5. Data Collection Technique

Being the pandemic of covid-19, the researcher was not able to collect the data in school. So, the researcher asked the teacher from TK Aisyah Pekanbaru to help instead. The researcher kindly asked the teacher to distribute the questionnaire to the samples. The researcher made sure that the teacher guides the students in filling the questionnaire. After the teacher finished helping students answering the questionnaire, the researcher collects the questionnaires and analyzed it.

3.6. Data Analysis Technique

This research is intended to find out students' activity in learning English at TK. The researcher collects the data through a questionnaire consisted of 10 questions that had given to the students and categorize the answers used yes or no about how students' activity in learning English at TK.

All of the items of questionnaire were analyzed to find out whether the result of questionnaire is good or bad. The data was calculated by using microsoft excel.

CHAPTER IV

RESEARCH FINDINGS

This chapter presents the findings of students' activity in English learning at Kindergarten level, TK Aisyah Pekanbaru. There are 32 participants from 3 classes who answered 10 questions of questionnaire. Considering the level of sample, teachers from TK Aisyah guided students to answer questions.

4.1. Analysis Students' Answers

In this section, the researcher explained the data that was gained from students' answers. The interpretation of the students' answer about questionnaire from the researcher can be described on table 4.1.

Table 4.1

The Interpretation Data of Students' Answer of Class A

NO:	NAME	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10
1	DMS	YES	YES	NO	NO	NO	NO	YES	YES	YES	NO
2	AK	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES
3	ASA	YES	NO	YES	YES	NO	YES	YES	YES	NO	NO
4	SSC	YES	NO	YES	YES	YES	YES	NO	YES	YES	YES
5	KAAW	YES	NO	NO	YES	YES	YES	YES	NO	NO	NO

6	KAI	YES	NO	YES	NO	NO	YES	YES	NO	NO	YES
7	AAS	YES	YES	YES	NO	NO	YES	YES	NO	NO	YES
8	ARH	YES	YES	YES	NO	NO	YES	YES	NO	NO	YES
9	AAB	NO	YES	YES	YES	YES	YES	YES	NO	NO	YES
10	NAA	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES
11	IAM	YES	YES	YES	YES	NO	NO	YES	YES	YES	NO

Table 4.1 shows the data of students' answer based on questionnaire which has been prepared by researcher. There are 11 students from class A who participated on this research.

Table 4.2

The Interpretation Data of Students' Answer of Class B

No.	Name	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10
1	RNS	YES	NO	NO	YES	NO	YES	NO	YES	YES	YES
2	SAP	NO	NO	NO	NO	YES	NO	YES	YES	NO	YES
3	OOB	YES	YES	YES	YES	YES	NO	YES	YES	NO	YES
4	ASK	NO	NO	NO	NO	YES	YES	YES	YES	YES	YES
5	MAL	YES	YES	NO	YES	YES	NO	YES	YES	NO	YES
6	MAA	YES	YES	NO	NO	NO	YES	NO	NO	NO	YES
7	AAF	YES	YES	YES	YES	YES	NO	NO	YES	NO	YES
8	EGN	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES

9	ZFA	YES	YES	NO	NO	NO	NO	YES	YES	YES	NO
10	ATS	YES	YES	NO	NO	NO	NO	YES	YES	YES	NO
11	HGI	NO	YES	YES	YES	YES	NO	YES	NO	YES	YES

Table 4.2 shows the data of students' answer based on questionnaire which has been prepared by researcher. Class B has same participants with class A with 11 students who took part of this research.

Table 4.3

The Interpretation Data of Students' Answer of Class C

NO:	NAME	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10
1	FHN	YES	YES	YES	YES	YES	YES	NO	NO	NO	NO
2	SLA	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO
3	NA	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES
4	QANM	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES
5	MAAR	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES
6	MRA	YES	NO	NO	NO	NO	NO	NO	NO	NO	NO
7	AA	YES	YES	YES	NO	YES	YES	YES	YES	NO	YES
8	MAA	YES	YES	YES	NO	NO	YES	NO	YES	NO	YES
9	RAA	YES	YES	YES	YES	NO	YES	NO	YES	NO	YES
10	SAM	YES	YES	YES	YES	NO	YES	NO	NO	NO	YES

Table 4.3 shows the data of students' answer based on questionnaire which has been prepared by researcher. There are 10 students from class C who participated on this research.

4.2. Analysis of Questionnaire Items

In this section, the researcher analyzed students' answer for each items. Data analysis for first question is presented as follows.

Table 4.4

Interpretation Data of Question No. 1

Question	Percentage (%)							
	Class A		Class B		Class C		Total	
	Yes	No	Yes	No	Yes	No	Yes	No
I prefer to use posters, models, or actual practice and other activities in class.	90.9	9.1	72.7	27.3	100	0	87.5	22.5

From Table 4.4, it can be concluded that most of students' answer is 'yes' option. In class A , 90.9% (10 students) answered 'yes' and the rest is 9.1% (1 student) chose 'no'. Meanwhile in class B, 72.7% (8 students) of

students' answers is 'yes', only 27.3% (3 students) chose 'no'. In class C, all of students (10 students) chose 'yes' and none of them chose 'no'. In total percentage for question number 1, 87.5% (28 students) of populations answered 'yes' and 22.5% (4 students) chose 'no'.

Table 4.5

Interpretation Data of Question No. 2

Question	Percentage (%)							
	Class A		Class B		Class C		Total	
	Yes	No	Yes	No	Yes	No	Yes	No
I enjoy working with my hands or making things.I play with coins or keys in my pocket.	63.6	36.4	63.6	36.4	80	20	68.7	31.3

Table 4.5 shows the students' answer for question number 2. In class A, 63.6% (7 students) answered 'yes' and 36.4% (4 students) chose 'no'. The same number also appeared in class B, 63.6% (7 students) answered 'yes' and 36.4% (4 students) chose 'no. In class C, 80% (8 students) chose 'yes' and 20% of them (2 students) chose 'no'. In total percentage for

question number 2, 68.7% (22 students) of populations answered ‘yes’ and 31.3% (10 students) chose ‘no’.

Table 4.6

Interpretation Data of Question No. 3

Question	Percentage (%)							
	Class A		Class B		Class C		Total	
	Yes	No	Yes	No	Yes	No	Yes	No
I play with coins or keys in my pocket.	81.8	18.2	36.4	63.6	90	10	68.7	31.3

Table 4.6 shows the students’ answer for question number 3. In class A, 81.8% (9 students) answered ‘yes’ and 18.2% (2 students) chose ‘no’. In class B, 36.4 % (4 students) answered ‘yes’ and 63.6% (7 students) chose ‘no’. In class C, 90% (9 students) chose ‘yes’ and 10% of them (1 student) chose ‘no’. In total percentage for question number 3, 68.7% (22 students) of populations answered ‘yes’ and 31.3% (10 students) chose ‘no’.

Table 4.7

Interpretation Data of Question No. 4

Question	Percentage (%)							
	Class A		Class B		Class C		Total	
	Yes	No	Yes	No	Yes	No	Yes	No
I learn to spell better by repeating words out loud than by writing the words on paper.	63.6	36.4	54.5	45.5	60	40	59.4	40.6

From Table 4.7, it can be concluded that in class A , 63.6% (7 students) answered ‘yes’ and the rest is 36.4% (4 students) chose ‘no’. Meanwhile in class B, 54.5% (6 students) answered ‘yes’, 45.5% (5 students) chose ‘no’. In class C, 60% (6 students) chose ‘yes’ and 40% (4 students) of them chose ‘no’. In total percentage for question number 4, 59.4% (19 students) of populations answered ‘yes’ and 40.6% (13 students) chose ‘no’.

Table 4.8

Interpretation Data of Question No. 5

Question	Percentage (%)							
	Class A		Class B		Class C		Total	
	Yes	No	Yes	No	Yes	No	Yes	No
I would rather listen to a good lecture or speech than read about the same material.	45.5	54.5	63.6	36.4	60	40	56.2	43.8

Table 4.8 shows the students' answer for question number 5. In class A, 45.5% (5 students) answered 'yes' and 54.5% (6 students) chose 'no'. In class B, 63.6% (7 students) answered 'yes' and 36.4% (4 students) chose 'no. In class C, 60% (6 students) chose 'yes' and 40% (4 students) of them chose 'no'. In total percentage for question number 5, 56.2% (18 students) of populations answered 'yes' and 43.8% (14 students) chose 'no'.

Table 4.9

Interpretation Data of Question No. 6

Question	Percentage (%)							
	Class A		Class B		Class C		Total	
	Yes	No	Yes	No	Yes	No	Yes	No
I can remember best by writing things down several times.	81.8	18.2	36.4	63.6	80	20	65.6	34.4

Table 4.9 shows the students' answer for question number 6. In class A, 81.8% (9 students) answered 'yes' and 18.2% (2 students) chose 'no'. In class B, 36.4% (4 students) answered 'yes' and 63.6% (7 students)chose 'no. In class C, 80% (8 students) chose 'yes' and 20% (2 students) of them chose 'no'. In total percentage for question number 6, 65.6% (21 students) of populations answered 'yes' and 34.4% (11 students) chose 'no'.

Table 4.10

Interpretation Data of Question No. 7

Question	Percentage (%)							
	Class A		Class B		Class C		Total	
	Yes	No	Yes	No	Yes	No	Yes	No
I grip objects in my hands during learning periods.	90.9	9.1	72.7	23.7	50	50	71.9	28.1

Table 4.10 shows the students' answer for question number 7. In class A, 90.9% (10 students) answered 'yes' and 9.1% (1 student) chose 'no'. In class B, 72.7% (8 students) answered 'yes' and 23.7% (3 students) chose 'no. In class C, 50% (5 students) chose 'yes' and same number 50% (5 students) chose 'no'. In total percentage for question number 7, 71.9% (23 students) of populations answered 'yes' and 28.1% (9 students) chose 'no'.

Table 4.11

Interpretation Data of Question No. 8

Question	Percentage (%)							
	Class A		Class B		Class C		Total	
	Yes	No	Yes	No	Yes	No	Yes	No
I feel very comfortable touching others hugging, handshaking, etc.	54.5	45.5	81.8	18.2	60	40	65.6	34.4

Table 4.11 shows the students' answer for question number 8. In class A, 54.5% (6 students) answered 'yes' and 45.5% (5 students) chose 'no'. In class B, 81.8% (9 students) answered 'yes' and 18.2% (2 students) chose 'no. In class C, 60% (6 students) chose 'yes' and same number 40% (4 students) of them chose 'no'. In total percentage for question number 8, 65.6% (21 students) of populations answered 'yes' and 34.4% (11 students) chose 'no'.

Table 4.12

Interpretation Data of Question No. 9

Question	Percentage (%)							
	Class A		Class B		Class C		Total	
	Yes	No	Yes	No	Yes	No	Yes	No
I can remember best by writing things down several times.	45.5	54.5	54.5	45.5	40	60	46.9	53.1

From Table 4.12, it can be concluded that in class A , 45.5% (5 students) answered 'yes' and 54.5% (6 students) chose 'no'. Meanwhile in class B, 54.5% (6 students) answered 'yes', 45.5% (5 students) chose 'no'. In class C, 40% (4 students) chose 'yes' and 60% (6 students) of them chose 'no'. In total percentage for question number 9, 46.9% (15 students) of populations answered 'yes' and 53.1% (17 students) chose 'no'.

Table 4.13

Interpretation Data of Question No. 10

Question	Percentage (%)							
	Class A		Class B		Class C		Total	
	Yes	No	Yes	No	Yes	No	Yes	No
I follow oral directions better than written ones.	63.6	36.4	81.8	18.2	70	30	71.9	28.1

Table 4.13 shows the students' answer for question number 10. In class A, 63.6% (7 students) answered 'yes' and 36.4% (4 students) chose 'no'. In class B, 81.8% (9 students) answered 'yes' and 18.2% (2 students) chose 'no. In class C, 70% (7 students) chose 'yes' and same number 30% (3 students) of them chose 'no'. In total percentage for question number 10, 71.9% (23 students) of populations answered 'yes' and 28.1% (9 students) chose 'no'.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

5.1. Conclusions

Based on the data analysis of the research findings and interpretations, the researcher found some conclusions. First, from 10 items of questionnaire, 66.24% total vote for option 'yes' from sample which are divided into 87.5% for question number 1, 68.7% for question number 2, 68.7% for question number 3, 59.4% for question number 4, 56.2% for question number 5, 65.6% for question number 6, 71.9% for question number 7, 65.6% for question number 8, 46.9% for question number 9, and 71.9% for question number 10. Meanwhile, 33.76% total vote for option 'no' from populations. The percentage for option 'no' are separated into 22.5% for question number 1, 31.3% for question number 2, 31.3% for question number 3, 40.6% for question number 4, 43.8% for question number 5, 34.4% for question number 6, 28.1% for question number 7, 34.4% for question number 8, 53.1 for question number 9, and 28.1 for question number 10.

Based on the results of this research, it can be concluded that students' activity in learning is in good level with 66.24% of percentage from questionnaire which showed the students are happy about teachers' approach in teaching, specially after using play-based learning.

According to the findings of this study, student angagement in learning is at a high level, with 66.24% of students responding positively to a questionnaire, indicating they are statisfied with the way teachers approach teaching, particularly when using play-based learning.

5.2. Suggestions

From the result of this research, the researcher wants to give some suggestions. First for the researcher. From conducted the research in the beginning until writing and concluding the results, (1)the researcher got many experiences and also more knowledge particularly about students' activity in English learning. Second, (2)teachers, especially those who teach english are recommended to consider students' activity in English learning.. Then, it is hoped that this study will give some insights and information on students' activity in English learning. Finally, (3)for other researchers, this research can inform them about a study on students' activity in

English learning. Other researchers can use this research as reference to find out more about students' activity in English learning.

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