

## ENGLISH LANGUAGE TEACHING (ELT): GUIDANCE LEARNING FOR PRIMARY SCHOOL STUDENTS ON SAJOANGING, WAJO REGENCY

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### Abstract

The PKM tutoring program's objective is to provide English tutoring to elementary school students as a way to develop their English communication skills. It is especially for students to get an understanding of fundamental English material and to be able to speak basic English words and sentences in everyday situations. The PKM guidance is located in Wajo Regency's Sojoanging sub-district. The socialization, training, and supervision methods are used to implement community service for English language tutoring for elementary school students. Playing, singing, spelling, pronouncing, and role-playing are some of the strategies used to guide and train children. The results of PKM of elementary school students before tutoring revealed that the children had difficulties pronouncing English words at the start of the English tutoring session. Even while some participants continued to say the words incorrectly after the third meeting, the students had begun to pronounce the words correctly. Furthermore, the learning outcomes of elementary students before tutoring revealed that just one child out of twenty graduated. Following the English coaching, the exam results revealed that all 20 primary school students who took the test passed with an average score of 75.

**Keywords:** English Language Teaching, Guidance, Primary School, Speak Basic English

### Introduction

English is an international language that is spoken in a variety of countries (McKay, 2012; Trudgill & Hannah, 2013; Matsuda, 2018). When people of different countries meet, they must use English as an intermediary or communication language everywhere around the world. Because English is an international language, it is essential to teach it. It is critical to know English if one wishes to flourish in science. The advantages of learning English are linked to the advancement of science and technology, such as the use of computers, smartphones, the internet, software, and other kinds of technology, all of which are available in English. As a result, English has become the most vital means of communication in all sectors of life, and studying English has now become a requirement (Nunan, 2003; Rao, 2019).

English was once seen to be a difficult and frightening topic, but as science and technology advance, so does the need to grasp English. As a result, the curriculum changes from time to time. English is no longer regarded as a foreign language among students (Broughton, Brumfit, Pincas, & Wilde, 2002; Phillipson, 2007; Alsulami, 2016). English, which had previously only been taught to SMP/MTS students, has now been taught to SD/MI students, as well as students still in TK/PAUD, even if the context is still learning while playing or singing.

Many courses are growing in popularity as the need for English grows (Asrifan et al., 2020; Turan & Akdag-Cimen, 2020; Harris & Leeming, 2022). Curricula for foreign classrooms have also begun to be developed by formal education. Because many parents recognize the importance of

English for their children, they enroll them in non-formal educational institutions such as classes or tutoring.

The goal of English classes in elementary schools is to introduce students to basic English concepts (Gersten et al., 2005; Hawanti, 2014; Choi & Mantik, 2017; Zein, 2017). English is used to communicate with peers at the elementary level. The lesson's focus is on events that occur in everyday life. This means that students are encouraged to communicate with their peers in order to improve their ability to pronounce English. In elementary school, students must frequently practice pronunciation using five traditional approaches to teaching English to children: a) learning through stories, b) arousing children's interest in learning English, c) using play as a teaching method, d) introducing rhymes and songs, and e) carefully prepared worksheets (Mart, 2012; Lee & Wallace, 2018; Choi et al., 2019; Walan & Gericke, 2021; Yung, 2021). As a result, these five ways can assist children in becoming more actively involved in their English learning.

By teaching English to elementary school students, they will gain a better understanding of the global globe (Copland, Garton, & Burns, 2014; Rachmawati et al., 2020; Malik et al., 2021). With just one language, English, children will be able to travel throughout the world because English is spoken in many nations. As an international language, it is past time for English to be taught from a young age, as evidenced by the fact that pupils in TK/PAUD are given English lessons even if they are at a basic level. They (kindergarten students) were simply instructed to memorize the English names of numbers and colors. The inclusion of English as a primary school mulok is a positive step forward. When a youngster enters junior high school, he no longer speaks English as a second language.

There is now no English course available to address the problem of English language needs, particularly among primary school students. The tutoring program, which was started as a community service project, aims to provide English language instruction to elementary school students as a way to develop their English communication skills. Furthermore, it is critical to begin learning English as a child since it is easier to absorb (Cahyati, Parmawati, & Atmawidjaja, 2019; Diantari & Tirtayani, 2020; Mutiah et al., 2020). The goal of English tutoring for elementary school students is for them to be exposed to fundamental English material and to be able to utter simple phrases and sentences in English that are relevant to their daily lives.

In elementary schools, Mulok (Local Content) subjects are taught in accordance with the needs of the students. Because English teachings are simple to retain, they are essential to teaching at a young age. Students in elementary school learn from their surroundings, whether it's from their peers or from adults, as a result, children's sensitivity and desire to learn English are quite strong (Kenner & Weinerman, 2011; Gusrayani, 2014; Putri, 2018; Kamalasi, 2019; Xu et al., 2019). Therefore, it is critical for youngsters to have a variety of experiences when learning languages, especially experiences in English.

### **Implementation Method**

Sojoanging Village, Wajo Regency, is the place for Community Service (PKM) English language instruction for primary school students. Twenty elementary school students from grades 4-6 from Sojoanging Village participate in this English tutoring program. English teaching takes place twice a week, for a total of 90 minutes every meeting.

Elementary school students in Sojoanging Village, Wajo Regency, are community service partners. This English tutoring will take three months to complete. Guidance rooms, whiteboards, markers, erasers, speakers, LCD, laptops, and textbooks/modules are all needed in community service for English tutoring for primary school children. The socialization, training, and guiding methods of implementing community service (PKM) for English tutoring for primary school children are used. As the first phase in presenting and contacting elementary school children, the

socialization method is used. The instruction takes the shape of a class that teaches elementary school students how to recognize, speak, and write basic English.

In addition, the guidance method is used to guide and train primary school students in basic English comprehension. Two English tutors led this English Tutoring for Elementary School students. The expected outcome of the English tutoring program for school children is that elementary school children recognize basic English material as early as possible so that they can adjust to a higher level and that children can practice pronouncing words/basic sentences in English that are relevant to their daily lives.

## **Results and Discussion**

The following are the findings and discussions from a community service project involving English tutoring for elementary school students.

The training takes the shape of a class that teaches elementary school students how to recognize, speak, and write basic English. The children had trouble pronouncing English words at the start of the English tutoring session. Even though there were still individuals who spoke the words incorrectly after the third meeting, the children had started to pronounce the words correctly.

The guidance method is used to guide and train primary school students in basic English comprehension. Two English tutors led this English Tutoring for Elementary School students. Tutors who teach English to elementary school students must be able to adapt to the personalities of the students. When practicing English words, they are more prone to make noise or bother other friends. When a friend mispronounces or speaks an English term, they perceive it as a joke. In English tutoring for elementary school students, there are class activities such as:

### **Play method**

In the playing technique, the tutor creates a game that encourages students to play while learning English. Its goal is to entertain students, but it also serves to pique their interest. For instance, (do you enjoy....? Yes, I do, and no, I do not). Children feel at ease when they are playing with their family or friends, according to Hilbrecht et al. (2008); Genisi & Dyson (2015); Kamlasi (2019). They are confident in their ability to construct something new or foreign to them. While the play is very beneficial and inspires many kids to maintain their interests and work. The process for teaching students playing techniques during the service program is as follows.

The first student moves the counter by rolling the dice. Other students are going to count numbers aloud. If a student lands on an empty space, the dice are passed to the next youngster. If students walk into a room with an image of food, they all say something in unison. Are you a fan of... apples?. Furthermore, the students were then asked to respond with either a Yes, I did or a No, I didn't. He chooses a card from the blue pile for Yes and a card from the red pile for No. The number of faces on the card is counted by the students. If the student's face is smiling, he or she proceeds to the next number.

### **Singing method**

When learning English, primary school students enjoy using the singing technique. When the tutor invited them to sing an English song, they were overjoyed and applauded. This method aids in the easy memorization of English words by children. This method also aids children in clearly pronouncing words. Do you have a music class, for example? In the singing technique, the following is used.

“Is there really a music class in your class? Yes, I agreed”

“Is there still a music class in your classroom? Yes, I think”

“Would there be a music class at your school? Yes, I believe”

Children learn language relatively easily from events and objects around them, according to Landau, Gleitman, & Landau (2009); Scott (2021). They get knowledge from their own life or from what they encounter. According to Saricoban & Metin (2000); Hubbard & Datnow (2020), children/students are quite inventive when it comes to constructing concepts and grammar. As a result, a teacher or tutor must develop materials, methods, or learning activities that are appropriate for children's circumstances or lives. Meanwhile, Swanson, Raab, & Dunst (2011); Sari (2020); Malik et al. (2021), claims that children/students like learning from everyday life and developing spontaneously. Children are comfortable in their own environment and have had similar experiences. Children enjoy playing in groups and never grow bored when they are surrounded by their peers.

Furthermore, the results of the pre-test performed before the English tutoring revealed that only one of the twenty elementary school pupils who took the test passed, while the other 19 did not. Overall, the average score is 65. This demonstrates the importance of English tutoring for the students. Meanwhile, the results of the post-test administered after the English tutoring revealed that all 20 primary school students who took the test passed. After receiving English tutoring, each child's worth rises. Data analysis revealed that 8 children received a score range of 65-80, while 12 children received a score range of 75-85. The average score for a group of 20 kids is 75. As a result, tutoring can help primary school pupils enhance their learning outcomes, particularly their vocabulary and pronunciation skills.

### Conclusions and Suggestions

The English tutoring program in Sajoangin Village, Wajo Regency, is extremely beneficial to elementary school students. The students are ecstatic and enthusiastic about the English tutoring program. Parents of elementary school children are quite supportive of their children enrolling in English classes. The students had trouble pronouncing English words at the start of the English tutoring session. Even though there were still individuals who spoke the words incorrectly after the third meeting, the children had started to pronounce the words correctly. Playing, singing, spelling, pronouncing, and role-playing are some of the strategies used to guide and train children.

Furthermore, the learning outcomes of elementary school students before tutoring revealed that just one of the twenty primary school children who took the test passed, while the other 19 did not. The average score across the board is 65. The results of the post-test administered following the English tutoring revealed that all 20 primary school kids who took the test passed with an average score of 75.

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