

## Foreign Language Absorption For Elementary Students Through English Narrative Text

Indrawati Pusparini<sup>1</sup>

IKIP Budi Utomo

puspandra71@gmail.com

Ike Dian Puspitasari<sup>2</sup>

IKIP Budi Utomo

ikedianps@gmail.com

**ABSTRACT:** The use of narrative text is used to increase understanding of English for elementary students who participate in this joint learning activity. The use of learning materials in schools is also used to help students better understand the lessons in their schools. The results of observations made by the author before starting research show that students lack motivation in learning English because they rarely use it actively in everyday life. Therefore, activities are filled with involving motoric activities that can attract their attention. The results of the activities were very positive, including students becoming more active language learners, having good learning motivation, and being confident in using simple English expressions to their peers.

*Keyword : foreign language absorption; english narration*

### INTRODUCTION

Human interaction with language cannot be separated, especially in the interests of daily communication. Language is defined as a tool or system for conveying messages or expressing oneself in the communication process. The language used in everyday communication can also vary. The community knows the terms mother tongue and foreign language or it can also be called a second language. Mother tongue or first language is the language that is acquired, used, and learned for the first time before knowing another language. The mother tongue is often also associated with the order in which a person's language is acquired, where the mother tongue is the language acquired at an early age or normally before the age of three.

In addition to the mother tongue, there are also foreign languages or second languages. In the world of education, foreign languages are one of the subjects taught in schools. The use of foreign languages has also been widely encountered, especially in the naming of terms. The acquisition of a foreign language is often also called the

acquisition of a second language, although this foreign language can become a third, fourth, and so on for some people. Therefore, the term second language is more commonly used to refer to a language learned by someone after the mother tongue.

The importance of learning English has been realized by many people. The use of English is also encouraged by technological advances in the health sector, mechanical engineering, and education (Nishanthi, 2018). This requires everyone to have a basic understanding of English in order to adapt to today's global conditions. In addition, the use of English can also open wider opportunities and access for someone to compete in a global world (Ilyosovna, 20200).

The positive impact of understanding English is not only felt by adults but also by children. The use of English is often encountered by children in textbooks with bilingual themes. There are many English story texts given by teachers at school. This is intended to introduce and make children more familiar with English. Many experts argue that learning foreign languages from an early age can produce better results, although there is no empirical evidence regarding this

(Alek,2021). In addition, teaching foreign languages other than their mother tongue can help them recognize cultural diversity in world. This is good to do so that the younger generation, especially children, can get to know foreign cultures without leaving the original culture of their people.

Learning English for elementary school level children in Indonesia can be categorized into two groups, namely the younger group (6-8 years) and the older group (9-12 years) (Asahi Fauzan,et.al;2017). With this sharing it can make it easier for teachers to provide lesson themes and ways of teaching that are adjusted. Teaching English that is tailored to the needs of students can make teaching and learning activities more effective.

However, English teachers, especially at the elementary school level, often encounter difficulties. This can be due to the teachers who have to adjust and recognize the character of the children. Young learners are generally active, easily bored, egocentric, imaginative, self-focused, and have difficulty distinguishing concrete and abstract things (Cahyati et al, 2019). Therefore, English learning activities at the elementary school level require more energy and patience and apply physical activity so that students become more active (Kang Shin, 2006).

Based on the advantages and positive impacts of learning English for children, the author raises this issue in an article that discusses the absorption of foreign languages, especially English for elementary school level children by using narration in English. The purpose of writing this article is to identify and help teach English to children's language learners. The use of narration in English is to indirectly teach religious values. This matter is expected to help young students have understanding in many lesson.

## **A. Foreign Language**

A foreign language is another country's language whose use is not generally used in the process of communication and social interaction (Yuspar,2020). As an example of a foreign language that is often used in Indonesia is English. This is because English is the first foreign language in Indonesia. Furthermore, English is the main or official language used in communicating in certain countries such as the United Kingdom, the United States, Canada, New Zealand, Australia, South Africa, and other countries (Jazuly , 2016). However, English has become an international language that is used widely throughout the world in the interest of communication. Thus, mastering a foreign language, especially English, is an important requirement in times like this.

## **B. Learning and Absorption of Foreign Languages**

### **1. The Nature of Learning and Foreign Language Learning Strategies**

Learning a foreign language according to cognitive theory is defined as an activity that involves conscious mental processes (Suwartono, 2008). This means that the process of learning a language is an activity that can be controlled. To achieve optimal results from a language learning process, namely by using appropriate learning strategies and adapted to the character and needs of the language learners themselves. There are several language learning strategies that can be put forward by linguistic experts. One of them is the learning strategy put forward by Rubin (1981). An explanation of Rubin's learning strategy is explained in the table below:

<b>Strategy type</b>	<b>Activity</b>
1. Clarification or verification	Ask for examples of the use of a word or expression, repeating words to strengthen understanding
2. Monitoring	Correct errors in spelling, vocabulary, grammar, and style or style in language
3. Memorization	Make notes about new things, recite them loudly so that they are easy to remember
4. Deductive thinking	<ol style="list-style-type: none"> <li>Guess the meaning of a word or expression based on</li> <li>keywords, structure, and context.</li> <li>Comparing the language that has been understood and</li> <li>that is still being learned</li> <li>Group known words or phrases</li> <li>Look for and record the language rules found</li> </ol>
5. Practice	<ol style="list-style-type: none"> <li>Practice pronouncing new sounds</li> <li>Repeat words, phrases or sentences for easy pronunciation</li> <li>Listen and imitate the right way</li> </ol>
6. Create opportunities to practice	<ol style="list-style-type: none"> <li>Create opportunities to be able to practice with moderate</li> <li>Native speakers of the language studied</li> <li>Practice with friends</li> <li>Practice and make the most of time in the lab</li> <li>Language and learn from TV</li> </ol>
7. Speaking	Speaking by practicing using words that have similar or synonymous meanings

*Source:* the notion of language learning strategies by Rubin (1981)

From the idea of language learning strategies by Rubin (1981), it can be understood that the types of learning strategies are very diverse. The selection of language learning strategies is adapted to the conditions and needs of students. Using the right learning strategies can produce successful language learners who are able to make the most of their abilities. If a language learning activity is deemed unsatisfactory or ineffective, changes to the learning strategy can be made to make it more effective.

## **2. Foreign Language Learning Conditions**

H.H. Stern in Damayanti (2018), explains in his theory that educational goals, teaching methods and learning materials are included in learning conditions or are called learning conditions . Learning goals or objectives usually depend on political aspects and the location and economic condition of a region. Furthermore, the use of teaching

methods especially for children must be based on the characteristics of children. Researchers generally agree that young students prefer learning in natural or natural conditions compared to formal learning conditions in the classroom. In addition, young learners will prefer learning conditions that use activities within natural learning environments. These learning conditions are appropriate for young learners so that they can optimally listen, pay attention, and use the foreign language they are learning in their communication process.

Children include students who more easily accept lessons with an informal approach, namely by using games, songs, stories, and rhythms. The important thing that needs to be considered in the process of teaching children's language is to give them the opportunity to use the foreign language that is being studied in everyday life. In addition to teaching methods, the material

taught also has an important role in the success of learning a foreign language, especially for children. The material used ideally adapts to the learning style of children who like the use of colors.

### **C. Difficulties in Learning Foreign Languages**

Students' foreign language skills, especially speaking skills, are influenced by two factors, namely internal and external factors (Çiğdem Güneş,2021). Internal factors include first language or mother tongue, age, innate alphabetical skills, identity, language ego, exposure to foreign languages, and motivation. Meanwhile, external factors include student independence and teaching context. The factors that affect these speaking skills produce the difficulties encountered by students in learning language. The difficulties that are often encountered by teachers are caused by linguistic difficulties, excessive use of mother tongue in the process of learning foreign languages, teaching strategies, curriculum, extracurricular activities, and assessment.

In addition, there are students' difficulties in speaking when viewed from the goals or results of the foreign language learning process. Ideally the goal of learning a foreign language is to increase students' motivation or desire to use the foreign language they have learned in the process of daily communication. This motivation in English is called Willingness to Communicate (WTC). However, in increasing student motivation to communicate in a foreign language, teachers or tutors cannot force it. This is because some students have a problem, namely anxiety to speak or speaking anxiety. Several previous studies regarding speaking anxiety were carried out by many researchers.

### **D. Narrative Text as Foreign Language Learning Media**

In language learning, the use of text and story media or also known as literature-based instruction is believed to have a good influence on language development for elementary school students. Literature-based learning media has the advantage of being able to entertain and educate language learners at the children's level. Furthermore, story texts used in the language learning process can help students explore their own world, can better understand and understand their feelings, and can form positive life values. Therefore, the use of narrative text can really help the language learning process to be more effective.

According to Ghosn in Tugrul Mart (2018) explains several reasons for the importance of using story texts that are directly sourced from the original language of the author or what is called authentic literature as explained below :

- a. Authentic literature helps students get motivated, this is because basically children are more interested in narrative texts or stories.
- b. The literature used can help students in learning languages, especially in increasing foreign language vocabulary.
- c. Literature can encourage students' academic literacy and thinking skills, as well as encourage children to be able to adapt language teaching at the next level or level.
- d. Literature can be an agent of change. That means, good literature can have an impact on the human
- e. aspect by helping the emotional development of children and providing the ability to socialize and know intercultural knowledge well.

Furthermore, the process of selecting literature to be used in the learning process should ideally be considered properly and correctly. This is because if you choose the

wrong literature, it will affect children as language learners themselves. Based on Steinbeck (2008) the following are things that must be considered in choosing literature to be used as a medium for learning foreign languages:

- a. The selected reading text should be an action or action oriented story.
- b. The stories used should be personal or individual in nature, meaning stories that use well know characters, before and after activities using personalization techniques.
- c. The story used should not be too detailed, either in terms of the plot or the use of illustrations.
- d. The stories used should be open to additional context. This means, in the learning process in class, the teacher can provide additional context that is still related to the story if needed.
- e. The story used uses a complete input (the use of language at the right cognitive and linguistic level) so that the information obtained from the story is more structured.

## **METHODOLOGY**

The approach method used by the author to support the implementation of this activity is by:

### **1. Observation stage**

At the observation stage, the author conducts field introductions to foreign language learning activities. The author observes the condition of elementary school students as the subject of the activity and also the culture in which students live, especially the environment around the house. In this stage, the writer will see and observe how elementary school students learn English lessons.

### **2. Identification stage**

After the observation stage, the writer will identify and better recognize the learning

problems of elementary school students in learning English.

### **3. Assistance and learning stage**

This mentoring stage is a process of learning assistance for elementary school students in online learning activities, especially English lessons. Then, the writer will help elementary school students understand the English material taught by the teacher and teach English material using Islamic English as media.

### **4. Assessment and evaluation stage**

In this stage, the writer will see the progress after the joint learning activities.

### **5. The stage of writing the results of the activity**

This stage is the final stage given, namely writing the results or output of the activity in the form of a report containing articles regarding the absorption of foreign languages for elementary school students through narratives text in English.

## **RESULT**

This research was conducted for sixty days. The first week of implementation begins with discussion activities with several teachers and lecturers. Discussions were held to discuss the implementation process so that it becomes more effective and can produce useful results. The results of the discussion of the researchers got the results of compiling English teaching activities for children at the Kartika Elementary School . Then, observations were made to see the students' difficulties in learning English. The results of this observation found that elementary school children in the location experienced difficulties in practical activities. For example, they find it difficult to use the English vocabulary they get at school because they don't have practice partners. Therefore, in this learning activity, the researcher provided many activities that involved students' activeness. This is also

done to increase student motivation in learning activities.

After knowing the needs of elementary school students at the location, the researcher compiled material that would be delivered to the children. The preparation of the material is carried out by referring to the English books commonly used by children at school. The English learning activity was first carried out in the first week of the activity. Elementary school children who participated in this learning activity were sixth grade elementary school students. The activity begins with introductory material in English where this material is the basic material taught in learning English. Students are asked to actively participate and provide opinions regarding the English learning activities being carried out. This is expected to provide a cool learning environment for elementary school students.

Therefore, the researcher added English stories to elementary school children at the class. The purpose of this activity is to make it easier for children to learn English through fun story texts. After reading and interpreting the stories together, the researcher invited the children to actively ask questions about vocabulary they did not understand. This is the author's attempt to teach new knowledge to elementary school students. This is evident from the emergence of the desire and motivation of students to learn English without any doubt.

The results of this activity were very positive, especially in increasing the motivation and ability of elementary school students in learning English. Students show good progress in learning foreign languages especially English. Student development, for example, starts to recognize everyday vocabulary in English, dares to use English to introduce oneself to peers, and can answer simple greetings from friends or other people in English. Even though at first the students

were hesitant to start speaking English, after this learning activity, they started to feel confident as active language learners.

## **CONCLUSIONS AND SUGGESTION**

### **A. Conclusion**

Elementary school level English learning activities carried out as long as the activity runs smoothly. Students at the elementary school level can follow the learning well. The children's difficulty in learning English is primarily due to a lack of motivation so they are not interested in learning English independently at home. During online learning activities they generally have difficulty doing homework given by the teacher. However, in this activity, researchers and teachers can assist them in carrying out online learning activities and help teach material outside of school that they want to learn, for example, the ability to introduce themselves in English or an introduction.

The use of English story texts also has a positive impact, including that they can understand with a relaxed learning style, they can enjoy the learning process in a fun way. The learning atmosphere is also flexible according to the student's character.

### **B. Suggestion**

Elementary school students are expected to receive more bilingual or bilingual literacy books so they can get used to using English. It is also expected to increase students' motivation in learning English.

## **REFERENCES:**

Cahyati, Primadina, Universitas Negeri Yogyakarta, Suwarsih Madya, and Universitas Negeri Yogyakarta. "Teaching English in Primary Schools : Benefits and Challenges," noSeptember (2019). <https://doi.org/10.2991/iccie-18.2019.68>.

- Çiğdem Güneş, İskender Hakkı Sarıgöz.  
“Speaking Struggles of Young EFL Learners” 13, no. 2 (2021): 1267–1308.
- Damayanti, Ika Lestari. “Is the Younger the Better? Teaching English to Young Learners in the Indonesian Context.” *EDUCARE: International Journal for Educational Studies* 1, no. 1 (2008): 31–38.
- “Dr. Alek’ Makalah SEMNAS Ok.Pdf.” Accessed July 22, 2022.  
<https://repository.uinjkt.ac.id/dspace/bitstream/123456789/32591/1/Dr.%20Alek%207%20Makalah%20SEMNAS%20ok.pdf>.
- Ilyosovna, Niyozova Aziza. “The Importance of English Language,” 2020, 22–24.
- Jazuly, Ahmad. “Peran Bahasa Inggris Pada Anak Usia Dini.” *Jurnal Pendidikan Dompot Dhuafa* 6, no. 1 (2016): 33–40.
- Mart, Cagri Tugrul. “Encouraging Young Learners to Learn English through Stories Encouraging Young Learners to Learn English through Stories,” no. November (2018).  
<https://doi.org/10.5539/elt.v5n5p101>.
- Nishanthi, Rajathurai. “The Importance of Learning English in n Today World,” no. December (2018).  
<https://doi.org/10.31142/ijtsrd19061>.
- Oktaviani, Ayu, and Asahi Fauzan. “TEACHERS’ Perceptions About The Importance Of English” 1, no. 1 (2017): 1–15.  
“PBIS4429-M1.Pdf.” Accessed July 22, 2022.
- “Joan Kang Shin, “Ten Helpful Ideas for Teaching English to Young Learners,” English teaching forum, number 2 (2006)”
- Suwartono. *Sukses Belajar Bahasa Asing. Mimbar*. Vol. 7, 2008.
- Tulgar, Ayşegül Takkaç. “Speaking Anxiety of Foreign Learners of Turkish in Target Context.” *International Online Journal of Education and Teaching (IOJET)* 5, no. 2 (2018): 313–32.
- Uzer, Yuspar, and M Pd. “METODE STORY TELLING UNTUK ANAK USIA DINI Pendidikan Anak Usia Dini Bertaraf Internasional Ataupun Nasional plus Dimana Media Bahasa Yang Digunakan Adalah Bahasa Inggris . Tak Perduli Akan Inggris Maka Para Orang Tua Akan Puas Dan Pada Pendidikan Berkaita,” no. April (2020). <https://doi.org/10.31851/pernik/v>.