RESEARCH/REVIEW ARTICLE

Hari berbahasa Inggris dan pendidikan nonformal: Program pengabdian kemitraan masyarakat bagi Sekolah Minggu

English day and non-formal education: A community development partnership program for Sunday School

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Abstract

This program is a combination of The Community Development Partnership Program (CDPP) and research. It is one of the obligations of the writer in carrying out the University of Nusa Cendana's three principles, namely teaching, researching, and serving the community. The point of this program is Sunday School teachers in 22 and 24 service area of the Imanuel Church Oepura in Kupang, who will apply the method in Sunday School teaching every two weeks. This program is implemented per semester. There are three goals to be achieved; first, to run the English Day program that launched by the Governor of NTT, Viktor B. Laiskodat, secondly, to refresh and to give new atmosphere and enthusiasm for Sunday School teachers to maintain English language skills when attending school several years ago, and finally to support global tourism programs in the coming years in East Nusa Tenggara. Based on the analysis of the situation of young language learners in Sunday School, the writer set the method of Total Physical Response (TPR) through Bible- themed songs and games in English to develop the spirit and ability to learn English. This classic method is also still reaping the pros and cons but in its implementation, it still play role to be something interesting and easy for young language learners to get vocabulary and pleasant learning experiences. In general, the material can be well received because of the education background of Sunday School teachers from the High School level, Vocational School, and Sarjana Degree. Based on the application on Sunday School 55 participants, in 6-14 year old group could follow the instructions appropriately. Furthermore, in 3-5 year olds group only followed the movement of songs or games but could not understand the instructions or the aims of the games. The output of this program is to gradually begin with learning the names of Bible characters, places, and books in English, vocabulary and other games and songs to increase English vocabulary in speaking, listening, reading, and writing skills in English that programmed in the curriculum also English Textbooks for Sunday School participants..

Keywords : *Community Development Partnership Program; English Day; Non-formal Education; Sunday School; Total Physical Response (TPR).*

Abstrak

Tulisan ini merupakan gabungan antara program pengabdian kemitraan masyarakat dan penelitian. Program ini merupakan salah satu kewajiban penulis dalam menjalankan tri dharma universitas yaitu mengajar, meneliti, dan mengabdikan pada masyarakat. Inti kegiatan ini adalah para guru Sekolah Minggu di Rayon 22 dan 24 Jemaat Imanuel Oepura, yang akan mengaplikasikan dalam pengajaran di Sekolah Minggu setiap dua minggu. Program ini dilaksanakan secara bertahap per semester. Ada tiga tujuan yang ingin dicapai; pertama, menyukseskan program Hari Berbahasa Inggris yang dicanangkan Gubernur NTT, Viktor B. Laiskodat, kedua, menyegarkan dan memberi warna serta semangat bagi para guru untuk tetap mempertahankan kemampuan berbahasa Inggris ketika bersekolah beberapa tahun yang lalu, dan yang terakhir untuk mendukung program pariwisata global pada tahun-tahun mendatang. Berdasarkan analisis situasi para pelajar bahasa pemula di Sekolah Minggu, maka penulis menetapkan metode *Total Physical Response (TPR)* melalui lagu dan permainan

bertema Alkitab dalam Bahasa Inggris untuk mengembangkan semangat dan kemampuan belajar bahasa Inggris. Metode klasik ini juga masih menuai pro dan kontra namun dalam pelaksanaannya, tetaplah menjadi sesuatu yang menarik dan mudah bagi pelajar bahasa pemula mendapatkan kosa kata serta pengalaman belajar yang menyenangkan. Secara umum, materi dapat diterima dengan baik karena latar belakang pendidikan guru Sekolah Minggu dari tingkat Sekolah Menengah Atas, Sekolah Menengah Kejuruan, serta Strata 1. Hasil pengamatan pada peserta Sekolah Minggu, dari 55 peserta, usia 6-14 tahun dapat mengikuti instruksi dengan tepat. Selanjutnya peserta dengan usia 3-5 tahun lebih mengikuti gerakan dan belum paham instruksi. Luaran program ini agar secara bertahap dimulai dengan pembelajaran nama tokoh, tempat, dan kitab dalam Bahasa Inggris, kosa kata serta permainan dan lagu lainnya untuk meningkatkan kosa kata Bahasa Inggris hingga ketrampilan berbicara, mendengarkan, membaca, dan menulis dalam Bahasa Inggris yang diprogramkan dalam Kurikulum serta Buku Ajar Bahasa Inggris bagi anak Sekolah Minggu.

Keywords: Hari berbahasa Inggris; Pendidikan non-formal; Program Pengembangan Kemitraan Masyarakat; Sekolah Minggu; *Total Physical Response (TPR)*.

1. Introduction

Is it important to develop English skills to teachers and young learners in Sunday School? Why do they have to develop their English skills? What are the appropriate methods? Is it important to develop English skills in non-formal education in non-native English speaking country?

English is not frequently learned as a tool for understanding and teaching US or British cultural values. English, however, has become a tool for international communication in transportation, commerce, banking, tourism, technology, diplomacy, and scientific research. (Brown, 2001: 118). The massive developments of social and cultural life, technology, communication, and information have forced people to become much more aware to face significant changes in social and cultural life globally. One of the efforts to adapt the changes is to prepare human resources in early childhood education.

One of cultural products is the richness of language. Learning and developing English as Second Language in Indonesia is a common situation in social interaction in recent years. English as one of the international languages is believed as one of the important aspects for young learners to be able to have basic skills to communicate globally. As a manifestation of the intellectual life of the nation, East Nusa Tenggara government in this case the Governor has issued regulations Number 56/2018 regarding English Day.

English Language Learning in schools has been determined each week by formal schools. In order to develop young learners' English language skills, religious institutions in this case the church also support and participate in the government's big vision, which is to educate the nation's life. Educating is not just limited to literacy in formal schools but focuses more on efforts to develop children's creativity from an early age.

The vision became the background of the writer to carry out The Community Development Partnership Program (CDPP) in collaboration with Sunday School group. Imanuel Church Oepura is one

of the churches that located in Kupang Town, East Nusa Tenggara Province that has 24 service areas. The program was run in 22 and 24 service area.

This micro program has implemented relating to the development of teaching English for Sunday School teachers and young learners. The aims of this program are first, to work on the English Day program in non-formal education institutions in line with the application of English Day, second, that developing English skills in Sunday

School can provide a spirit of learning English for heterogeneous Sunday school teachers and re-activating the ability to communicate in English which was formally studied in school, and third, the development of English language learning can support global tourism preparation in the coming years in East Nusa Tenggara.

This activity is one of the obligations of the writer in completing the University's three principles, namely teaching, researching, and serving the community. Also, it is expected that this process can be a superior activity that will later have a positive impacts on teaching, learning, and developing English skills in small communities in Kupang Town.

2. Theoritical Framework

2.1. Who are the young language learners?

The point of this CDPP is the teacher. They are expected to know the characteristics of young language learners before they teach English in order they can decide the appropriate activities based on the language learners' characteristics. Therefore, before practicing the method in teaching English to Sunday School children, the writer first explained the characteristics of young language learners, thus it would be easier to accomplish the aims.

According to children intellectual development, Jean Piaget (1964:21), a Swiss psychologist, states that there are four stages of intellectual development. All children go through identifiable stages of cognitive development: (1) Sensorimotor Period (birth to approximately two years), in which children tend to explore the world physically and grasp things; (2) Pre- operational Thought (approximately two to

seven years old). This stage marks the beginning of language and vocabulary, and also the first learning of “good” and “bad”; (3) Period of Concrete Operations (approximately seven to eleven years) when children need reference to familiar actions, objects, and observable properties; and (4) Formal Operations (approximately eleven to fifteen years) when children can reason with concepts, relationships, abstract properties, axioms, and theories.

Regarding to that, Scott and Ytreberg (2001) distinguish between two groups of young language learners, one between five to seven year olds and another of eight to eleven year olds, considering mainly their ability to perceive the abstract and concrete.

Children of five to seven are considered as beginner language learners. They can do several things such as to talk what they are doing, to tell what they have done or heard, to plan activities, to understand the situation more quickly than the language they use, to use language skill before they are aware of them, and they can learn best when they are enjoying themselves. While in eight to eleven group is categorized as also language beginner learners but they may have been learning foreign language. In this stage, their basic concept is formed. They ask questions all the time, be able to decide what to learn, to express like and dislike, also understand abstracts and symbols.

2.2. *Is it important to develop English Skills for teachers and young learners in non-formal education program?*

Non-formal education was defined as every educational activity outside of the formal system: “*non-formal education is any organized, systematic, educational activity carried on outside the framework of the formal system to provide selected types of learning to particular subgroups in the population, adults as well as children.*” (Coombs and Ahmed, 1974: 8). At that moment, this definition was imprecise and every country interpreted non-formal education in their own way. For some, it meant educational programs like schooling provided by nongovernmental agencies. For others, it meant every educational activity apart from schools and colleges, including radio and television programs. Others included within non-formal education the individualized learning programs for different and specific learning groups.

Non-formal education is carried out as an educational institution, with a degree of independence and differentiated objectives, with the participation of other social factors, and in a partnership relationship with schools. Non-formal education refers to all the activities systematically organized outside the formal educational system in order to meet a wide variety of learning needs, such

as complementary education, additional or supplementary education.

In order to teach English to the young children effectively, the teacher should have knowledge and skills of how the language should be presented at the very young age. “Experienced early childhood professionals encourage caregivers and teachers of young learners to provide developmentally appropriate instruction (Linse, 2005).

Teachers should establish a good rapport with the students and children must feel that their teacher is there to play with them. Personal relationships, in this context, are important to children, and the teacher must be ready to listen to stories about their families and accounts of daily happenings (Scott & Ytreberg, 1990). Similarly, children love fun environment and they want to experiment things by themselves. They are inquisitive, imaginative and creative. “Young children do not come to the language classroom empty-handed. They bring with them an already established set of instincts, skills, and characteristics which will help them to learn another language” (Halliwell, 1992).

Sunday School is a religious institution's branch, which is an additional learning system about Christian religious teachings that held every Sunday followed by participants of two to fourteen years old. During the teaching, it was mixed so interestingly that participants could understand what was being told through storytelling or videos. Church institutions teach literacy through Sunday school in the form of stories, applications of stories and physical activities in the form of games, or to test the absorption of stories told through quizzes.

Sunday school activities in 22 and 24 service area have been running since the 1980s to the present. Hence, as part of a Sunday school teacher for approximately 14 years, the writer feels to develop structured English language learning in Sunday school to develop and to increase the joy and ability to learn English in Sunday School through simple and classic things such as Bible-themed games and songs combined with general things.

The important role here is the Sunday School teachers who already have basic English skills. Therefore, by increasing and refreshing English language skills of the teachers, the goal of developing English language learning in Sunday School can be achieved even though the implementation is still being developed.

2.3. *What are the appropriate methods in teaching English to Sunday School Participants?*

Total Physical Response (TPR) is a method of teaching English developed by Dr. James J Asher (1966). It is based upon the theory that this is the way that children learn their mother tongue. TPR introduces language skills or components in an action in which a teacher serves three roles: an order taker, a model provider, and an action monitor. The students

serve as models and action performers until they feel ready to speak out. When using this method, a teacher gives a series of commands in the target language (e.g., jump and clap your hands), while learners are expected to respond with whole-body movements (e.g., to jump while clapping their hands).

This method is supported by several theoretical approaches to learning situations. For instance, Dale's (1969) Audiovisual Method in Teaching claims that students learn most efficiently when all of their senses are engaged in the learning process, while The Natural Approach (Krashen & Terrell, 1986) claims that children learn a second language more effectively when they learn it naturally, in a stimulating environment that facilitates a low affective filter and encourages a progressive development from language comprehension to language production.

Research on TPR has been conducted earlier by some researchers; Laura, H. (2012) investigated the effectiveness of Total Physical Response Storytelling for language learning with special education students. The purpose of this exploratory research was to ascertain the validity of the Total Physical Response Storytelling (TPRS) language learning method in comparison with "traditional" language learning methods. The participants of this research consisted of 44 high school students in grades 9-12 with mild learning disabilities such as specific learning disorder, other health impairment, communication impairment, and multiple disabilities. This study followed an experimental design with a control group. The four classes were divided into two groups: a control and treatment group. Each group consisted of ten to twelve students. The results from this study vary from class to class, as to the advantage of having material taught using TPRS techniques.

Another interesting research on TPR was conducted by Nur Endang Nugraheni and Lukas Danu Kristian (2018) for intellectual disability students in SLBN Kota Magelang. Pre-test was given before TPR method was employed then post-test was done afterwards. By comparing the pre-test and post-test score, the result shows that the students' average score increases after the TPR method was implemented. The highest score in pre-test is 90 and the lowest score is 60. Meanwhile, the highest score in post-test is 100 and the lowest score is 70. The average score in pre-test is 71,25 and the average score in post-test is 87,50. It can be concluded that Total Physical Response method was successfully implemented in increasing the students' English vocabulary skill.

By considering the situation analysis, the TPR method was considered feasible to fulfill the CDPF. This method is applied in some parts to the teacher to practice Sunday school songs in English, adjust the

words to the movements, and then pass them to the Sunday School participants. As well as the games in English, it was also used the same method in giving instructions so as to facilitate the implementation. The writer first practiced with Sunday School teachers and then together practicing the method in form of Bible-themed games and songs with Sunday school participants in order to investigate the development of the acceptance of the method.

3. Metode

Empirically, the most independent qualitative data collection methods among all types of data collection and data analysis techniques are in-depth interviews, becoming a participant observer, documentary materials, and library methods such as researching related books or sources from the internet. (Bungin, 2007; Moleong, 1988; Patilima, 2004).

In executing the observation, the writer acted as an observer and one of the instructors at once in order to monitor the application of TPR method in Bible-themed games and songs that were taught to Sunday School participants. Since the writer is the member of Sunday School teachers, it was quite easy to take notes and to recognize the reactions of the participants when involved in the learning process.

At the first step, the program was conducted by training and exercising the teachers on December 2018. Later, the games and songs were planned to be parts of Sunday School teaching which started from February – July 2019 twice a month. In the middle of July, the writer will organize more training to support the first one. The instruments used in this research were games, songs, interview guideline, and electronic devices. The songs and games namely Whisper-race game, Stations game, Guessing game, Deep and Wide song and God is Good songs.

4. Findings and Discussion

Games are a vital part of a teacher's equipment, not only for language practice they provide, but also for the therapeutic effect they have. They can be used at any stage of a class to provide an amusing and challenging respite from other classroom activity and are especially useful at the end of a long day to send students away feeling cheerful about their English class". (Harmer, 1991:101). There were three games and two songs as test instruments combined with TPR method in this research. Two of the games and songs had been done before in Indonesian version.

4.1. *Whisper-race game*

a). Aims

This game trains listening skill, memory, speed, and accuracy of the participants in remembering one or more words in English. It was practiced on February 3, 2019. Participants who were present at

that time as follow; 15 participants of 3 – 5 year olds group, 12 of 6 – 10 year olds group, and 10 of 11 – 14 year olds group.

b). Instructions

Instructions were given both in words and used body movements. The teacher chose the participants and said “One, two, three, four, you are here in group one” until group three or four. While saying the numbers, teacher pointed the participants and showed number using fingers

c). Procedures and results

There were three sections in this game. First was the preparation where the writer divided 3 – 5 year olds group into three teams which consists of five random participants. Second, game section, teacher said in English “This is a whisper-race game. I will whisper some words to one participant, and it goes to next participants” (while showing whispering movement). At the moment, some participants could understand that the game’s name in Indonesian version which was Bisik berantai. Teacher then whispered „Jesus loves me and you” to a participant who stood at the back of the team and third section, the participant then forwarded the words to next participant in front of them.

Observation showed that four and five year olds participant could absorb the words easily and quickly passed the words to next participants. Only one participant of the three year olds group could listen to instructions properly, but the pronunciation of words was not clear two of them were fail to follow the instruction.

The same game and sections were played to 6 – 10 year olds group that consist of twelve participants and placed into three groups. Teacher used new sentence and whispered „God will never stop loving me” to the participant at the last line, and this game run as usual. Observation showed that two groups could finish the race completely and accurately but one groups missed some words.

It continued to 11 – 14 year olds group with sentence „He gives power to the weak and strength to the powerless, Isaiah 40 : 29”. This was more challenging where those three groups missed some words.

To answer the curiosity, the writer interviewed those participants in order to recognize the difficulties in playing this game. Most of the answers showed that they could not remember some words especially for longer sentence.

4.2.Stations Game

a). Aims

Stations game trains memory and accuracy to remember adverbs of place. It was played on February 17, 2019. There were 18 participants of 3 – 5 year olds group, 15 participants of 6 – 10 year olds group, and 12 participants of 11 – 14 year olds group. In playing this game, the participants were divided into teams as well as in Whisper-race game.

b). Instructions

Teachers gave instruction in words and body movements by pointing five stations with their names. Teacher said “These are the stations; one, two, three, four, and five. Station one is dragon fruit” (said the sentence and pointed the station at once). After saying the name of a station, teacher asked in order to make sure they heard the name of stations. It continued until passed all three rounds.

c). Procedures and results

It consists of three sections. First, teacher placed participants into groups based on age group categories. Second, teacher named four objects as stations with their own address. This game was played three times with different name of stations. Round one was name of fruits (dragon fruit, grapes, jackfruit, orange, and passion fruit), round two was name of animals (cat, dolphin, lion, rhinoceros, and penguin) and round three was name of Bible characters (Ruth, Esther, Isaiah, Matthew, and Peter). And at the last section, teacher instructed by asking “Could you please show me where dragon fruit is?”. After giving instructions, teachers gave three minutes to remember the stations.

All rounds went well, the participants were very enthusiastic where each first participant of each group competed to follow the instructions and reached the stations.

Observation showed that the accuracy of participants was determined by how teacher gave instructions by increasing body movements and also memory of the participants regarding the position of each station.

4.3.Guessing game

a). Aims

Guessing game trains accuracy in interpreting body movements, facial expressions, and gestures. It was played on March 10, 2019. There were 16 participants of 3 – 5 year olds group, 17 participants of 6 – 10 year olds group, and 15 participants of 11 – 14 year olds group. In playing this game, the participants were divided into teams as well as in Whisper-race game and Stations game.

b). Instructions

Teacher prepared three pictures for in 3-5 year olds group, three written instructions for 6-10 year olds group, and last three written instructions were used for 11-14 year olds group. In 3-5 year olds group, teacher divided participants into teams. Teacher instructed one member to see a picture of an activity and described to other members of team by using body movements, facial expressions, or gestures.

c). Procedures and results

Time allocation to answer was two minutes. This game was started from 3-5 year olds group. They were spread into four groups. One participant of team one came first to see picture of reading bible. The participant described to team member by presenting

movements of reading Bible. Picture for team two was a boy goes to church. This was interesting when members of team tried to describe and to guess the movements, especially in shaping the church. The last team of this group described a picture about a girl sings a song. The participants were not allowed to produce sounds only movements or expression. Over all, they could participate well even though they took more than two minutes to answer.

In 6-10 year olds group, teacher divided participants into four teams. They read English and Indonesian written instructions as follow : "Do not be lazy" (Jangan malas), "Be patient and generous" (Panjang sabar dan murah hati), and "Love your neighbor as yourself" (Kasihilah sesamamu seperti dirimu sendiri).

Similarly, in 11-14 year olds group teacher gave three written instructions both in English and Indonesian; "Bless the Lord, oh my soul" (Pujilah Tuhan, hai jiwaku!), "Honor your father and your mother" (Hormatilah ayah dan ibumu), and "Do not be afraid, only believe" (Jangan takut, percaya saja!).

Based on the observation and interview, participants were able to describe instructions correctly and it was exiting when they tried to body movements to find the right interpretation for each instruction, for example the word „Honor“, which acted like saluting the flag.

4.4. Deep and wide song

a). Aims

This song was practiced on March 24, 2019 which was attended by 45 participants. It has an Indonesian version entitled *Panjang dan Lebar*. It is easier for participants to remember the rhythm and movements. It trains participants' memory of English words.

b). Instructions

At the first section, Indonesian version was sung together, then teacher pronounced every word in English and begins to sing slowly the at the final step accompanied by movements.

c). Procedures and results

Teacher provided the song in a slide show for participants who can read. While for children who have not been able to read, they just listened and pronounced every word. Here are the lyrics of the song:

Indonesian version	English version
<i>Panjang dan lebar,</i>	<i>Deep and wide</i>
<i>Panjang dan lebar</i>	<i>Deep and wide</i>
<i>Kasih Yesus</i>	<i>There's a fountain</i>
<i>Panjang dan Lebar</i>	<i>Flowing deep and wide</i>
<i>Panjang dan lebar</i>	<i>Deep and wide</i>
<i>Panjang dan lebar</i>	<i>Deep and wide</i>
<i>Kasih Yesus</i>	<i>There's a fountain</i>
<i>Panjang dan lebar</i>	<i>Flowing deep and wide</i>

In the words „long“ and „wide“, the teacher spread her hands. When she said „love“, she moved

the two index ingers to form a heart shape, and the word „Jesus“ she pointed up.

At the second section, a few words from the song were removed. The teacher did not mention a word, but did the movements, so the participants had to sing it completely. Here are the lyrics :

Indonesian version	English version
<i>Panjang dan lebar,</i>	<i>Deep and wide</i>
<i>Panjang dan lebar</i>	<i>Hmm and wide</i>
<i>Kasih Yesus</i>	<i>There's a fountain</i>
<i>Panjang dan Lebar</i>	<i>Hmm deep and wide</i>
<i>Panjang dan lebar</i>	<i>Deep and hmm</i>
<i>Panjang dan lebar</i>	<i>Deep and hmm</i>
<i>Kasih Yesus</i>	<i>There's a fountain</i>
<i>Panjang dan lebar</i>	<i>Hmm deep and wide</i>

This version was sung three times. In the first and second rounds there were still some errors in placing words but in the third round, participants were getting used to it so they could sing correctly.

4.4. Deep and wide song

a). Aims

Teachers and participants of Sunday School practiced this song on April 7, 2019. Similar to previous explanation, this song also had an Indonesian version entitled Tuhan itu baik. It trains participants' memory of English words.

b). Instructions

There were three movements in this song. When teacher mentioned the word „God“, the two index fingers are directed upwards. The word „good“ was given a sign by pointing both thumbs and words „to me“, both palms are placed on the chest.

b). Procedures and Results

As what had been done in the first song, this time was also started with singing Indonesian version, followed by the pronunciation of every word in English, and then sang it slowly by adding gestures. Here are the lyrics:

Indonesian version	English version
<i>Tuhan itu baik</i>	<i>God is so good</i>
<i>Tuhan itu baik</i>	<i>Good is so good</i>
<i>Tuhan itu baik</i>	<i>God is so good</i>
<i>Ia baik bagiku</i>	<i>He is good to me</i>

It was sung in three rounds. The first and second round went slowly, and at the last round, participants could perform better.

5. Kesimpulan

The TPR method in Bible-themed songs and games was considered as the most suitable method to attract the interest and enthusiasm of young language learners in Sunday School to learn English. Since some of the songs and games have been done before

in the Indonesian version, therefore makes them easier for participants to adjust to the method.

The difficulties faced in general were lack of vocabulary and listening skills. However, overall the data can answer the research objectives to maximize and to develop the use of English in religious institutions.

For the government, to establish cooperation with religious institutions in increasing English language learning through trainings or community partnership. These actions are expected to be implemented at least once every six months and being organized in stages through curriculum and textbooks. Thus, monitoring and evaluating are needed to indicate the progress of teaching and learning.

For Religious Institution (Imanuel – Oepura, Kupang East Nusa Tenggara), to develop similar activities which carried out in stages, started with learning the names of Bible characters, places, and books in English, increase the vocabulary and other games and songs to improve English speaking, listening, reading and writing skills in English.

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