

## **Basic English For Communication to the Children of Aisyiyah Orphanage in Gorontalo Regency**

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### **ABSTRACT**

*The purpose of learning a foreign language is that participants have language skills: listening, speaking, reading, and writing. However, they often encounter internal and external obstacles in the learning process. External factors can be in the form of a lack of learning media, one of which can be through games. Games are very appropriate to use in learning English. The participants can understand English easily without being forced to learn it. A game is considered good if it can affect the mastery of English and can help students learn English material, which is more than just the activity of playing itself. The problem faced is the lack of knowledge of basic English and English learning models, which is still monotonous in the learning process. The participants in this program were all children from the Aisyiyah Limboto orphanage. The Program provided Basic English communication training through games, which began with giving vocabulary using colored and illustrated media, singing, and games. The results achieved in implementing this activity are; increased vocabulary, quickly understanding of English material, added insight, and innovation in teaching English through games.*

**Keywords:** *Basic English For Communication; Aisyiyah Orphanage; Game.*

## **INTRODUCTION**

Language is a very vital thing to learn. Because with a language we can communicate with each other, whether different tribes, nations, and countries. With language, we can understand things we never knew or imagined. There are millions of languages in this world, one of which is English. Moreover, English has penetrated not only the world of education, not only taught in the form of courses or free teaching but has become part of the school curriculum

Considering the importance of learning English, it becomes a challenge for educators to carry out various innovative ways of channeling English to all groups in schools, universities, and outside of that. The most important thing is how English can be known by everyone and can be well received in society (Achmad, 2012; Sinaga, T, 2019)

Observing this phenomenon, the English Education Study Program made various efforts to develop and introduce English to the community through training activities at the Aisyiah Limboto Orphanage. The Aisyiah Limboto orphanage was originally named "Aisjijah", endowed by H. Bulonggodu Biku in 1935. Initially, this orphanage was the residence of Ali Biki's father. However, in 1941, the house was later turned into an orphanage for orphans led by Hj. Siti Theresia Biki was Chairman of Aisjijah Limboto branch at that time. While the founder of the first Muhammadiyah in Gorontalo was H. Bulonggodu Biku.

Over time, the orphanage is growing in development and teaching. It is undoubtedly inseparable from all the assistance from the general benefactors and the Gorontalo Muhammadiyah Organization. Since its first establishment, the thing that has been prioritized is the learning of the Qur'an. However, the faster the progress of science, the greater the demand to study it. Not just theory must be mastered, but skills are an absolute thing to master. Thus, the orphanage makes various efforts to develop their knowledge and skills by providing English lessons to increase their scientific insight, and of course, it will be a provision for their future.

Most of the problems they face are the lack of vocabulary of English, the lack of learning media used in the learning process, inadequate facilities and infrastructure, and the differences in the age levels of students from one another at the Orphanage. Thus, it can be an inhibiting factor in teaching English.

Observing some of the problems, we are interested in conducting community service activities by providing basic English training through games at the Aisyiyah Limboto Orphanage.

Based on the description above, the problems faced by the orphanage children include; the lack of knowledge of basic English and English learning models that are still monotonous in the learning process.

## **METHODS**

The method used in this training program is in the form of basic English introduction training through games. The participants of this program are all children of the Aisyiah Orphanage, Kec. Limboto Barat, Kab. Gorontalo.

## **RESULT AND DISCUSSION**

Basic English teaching and training at the Aisyiyah Orphanage, Kec. West Limboto Kab. Gorontalo has been held for one day, on January 25, 2021. The steps for implementing the program include:

### **Observation**

This service activity begins with observing the location of the service, Aisyiah Limboto Orphanage, Kec. West Limboto Kab. Gorontalo because the object of service is the orphanage's children in this location. Next, the team interviewed several children and managers regarding implementing English language learning taught in the orphanage. The observations show that the number of children living is thirty children, the managers are five people.

Observation results show that English teachers do not know much about English teaching models in the form of games. After that, we coordinated with the leaders and managers of the Aisyiah Limboto orphanage regarding the implementation of service activities by the English Education Study Program, IAIN Manado.

The Team's arrival was warmly welcomed by the leaders and managers of the Aisyiah Limboto orphanage. The activities offered are in the form of basic English learning with a language game model, considering that the orphanage children who are the students come from different levels and ages. Hence, the team provides innovative learning where this learning model can touch the understanding of English of all participants.

In addition, the team also saw several facilities and infrastructure in the orphanage, especially learning facilities and infrastructure in that location. This coordination was necessary to find out more about the readiness of the orphanage and even more so for the study program to make it easier to conduct this program.

Based on the problems above, there are three problems that must be solved. The solutions are presented in the following table 1.

**Table 1. Problem Solving**

No	Problem	Solution
1.	Lack of vocabulary mastery	Provide the children contextual vocabulary in the form of pictures and then give vocabulary based on the theme.
2.	Lack of English learning media	Provide training on how to use learning media using materials that can be designed as simple and effective learning media.
3.	Lack of knowledge about English learning models	Provide training on English learning models such as games that are in accordance with the material.

### **Providing the Basic English for Communication**

This activity was attended by leaders, managers, and children from the orphanage. The activity opened with an opening speech from the head of the Orphanage and the Head of the English Education Study Program.

Learning English requires high innovation because this learning is more practical than theory. If the inappropriate method or learning model is used, it will impact students' understanding and assessment of the English language. Therefore, the team provides games as an example of effective learning models.

Game is an activity chosen by children because it is fun. Through the game, the child actively trains himself in his fantasy and real life. Game provides an essential value in the development of daily life (Hanifah, 2016).

There are several reasons why games are good to use in the teaching and learning process of English. According to (Brewster, J., Ellis, G., Girard, 2004) children like games because it is fun and motivating, games can also be a means of practicing the four language skills: listening, speaking, reading, and writing. Here are some of the benefits of games for learning according to Brewster: 1) Games can add variety to learning situations; 2) Games change the rhythm of lessons and help maintain student motivation; 3) Games make formal lessons more relaxed and help renew students' energy; 4) Games provide an indirect means of practice for specific language patterns, vocabulary, and pronunciation; 5) Games can increase the period of concentration, concentration, memory, listening and reading skills; 6) Students are encouraged to participate; shy students can be motivated to talk; 7) Games improve communication between students and provide opportunities to practice fluency and reduce teacher dominance in the classroom; 8) Games can help create a pleasant atmosphere and reduce

between teachers and students; 9) Games can reveal further language weaknesses and needs; 10) Games can motivate and improve students' writing skills by providing real context.

### ***Vocabulary Building***

The participants are introduced with the English greetings that usually used in communication and could be immediately practiced, such as the following sentences:

- a. How are you?                      I'm fine
- b. Where are you from?            I'm from Suwawa
- c. How old are you?                I'm ten years old

The participants were asked to repeat the sentence above until they could pronounce it properly and correctly according to the rules of English. After that, the core material was building vocabulary. In vocabulary building activity, the first step is to show pieces of colored pictures, learn the spelling and pronunciation of the vocabulary, and memorize it (Harmer, 2007). After participants can pronounce it correctly and memorize the appropriate vocabulary between sentences and pictures, move on to the other pictures with a different vocabulary. An example of the material is provided in Table 2.

### ***Songs***

In this material, the participants were given the lyrics of the song to be sung. The participants imitated the pronunciation correctly and sing the lyrics together. Here are the lyrics of the song:

Song 1:

Twinkle, twinkle, little star,  
How I wonder what you are!  
Up above the world so high,  
Like a diamond in the sky.










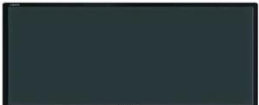
Song 2:

You are my sunshine, my only sunshine  
You make me happy when skies are gray

You'll never know dear, how much I love you

Please don't take my sunshine away

**Table 2: Vocabulary**

	<input type="text" value="Chair"/>
	<input type="text" value="Table"/>
	<input type="text" value="Book"/>
	<input type="text" value="Clock"/>
	<input type="text" value="T-Shirt"/>
	<input type="text" value="Pants"/>
	<input type="text" value="Skirt"/>
	<input type="text" value="Pen"/>
	<input type="text" value="Cupboard"/>
	<input type="text" value="Computer"/>

The participants are asked to sing together the songs above well. After that, the team provided an evaluation to determine the participant's ability to understand the material. The form of evaluation is done by dividing the participants into several groups according to the number of participants.

The team prepared the material that had been spread into several numbered envelopes. Next, the team asked each group to answer the question material inside the envelope. The Participants had to open the envelope and pay attention to the question and instructions on each envelope. Then ask them alternately to come forward to arrange several pieces of sentences into one complete sentence with a processing time of 30 seconds. The team checked all the results of group participants by paying attention to the accuracy of answers and processing time. The group participants who get the best results get a reward. The activity was closed

with some direction and motivation from the English Education Study Program team to all participants in the activity.



**Figure 1. Vocabulary Building**



**Figure 2. English Songs for Kids**



**Figure 3. English Games**





**Figure 4. The Team and Children of Aisyiyah Limboto Orphanage**

### **Evaluation**

The result gained from this program are as follows:

- a. Improvement in English vocabulary mastery.
- b. It is easier to understand English material because it uses colorful pictures.
- c. Provide new insights and innovations in teaching English through games.
- d. The participants enjoyed receiving English material, it reflected from their enthusiasm.

### **CONCLUSION**

This program is conducted by providing training on Basic English to Children in Aisyiyah Limboto Orphanage through Games. The training consisted of three activities such as vocabulary building, singing, and cooperative game that can develop children's language skills.

### **ACKNOWLEDGMENT**

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