

English Tutoring for Orphanage Children

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Abstract. This Community Service (CS) activity has the theme of introducing English learning for children at Naungan Kasih Orphanage of St. Elisabeth Ende. This is done with the aim of guiding children in this Orphanage so that they can have English skills and knowledge. The main problem faced by these children is for kindergarten and elementary school children, are not yet familiar with English, while high school level children already know and obtain English learning, but with limited media, time, etc. so they learn less English. This makes them have no motivation and no interest in learning English. This activity went well and they are enthusiastic. This activity uses several learning strategies made by the CS team so that children do not get bored learning English, and have the attraction of learning English. It is expected that the children in this orphanage are able to apply the use of English in schools and communities and overcome the difficulties that they face. Children learn well, full of enthusiasm and it is expected that there will be an improvement in their English learning.

Keywords: English Learning, The Orphanage.

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Introduction

English is the international language that have to be mastered in the era of globalization. Everyone is required to be able to speak English in academic, as well as non-academic fields (Warman, et al., 2019). One is required to master more than one language and one of the languages that must be mastered is English (Simorangkir & Passandaran, 2017). By mastering English, it opens opportunities for us in the world of education and the world of work to be able to face the Industrial Revolution 4.0 (Sumarni et al., 2022). In the learning process, English is one of the most difficult learning compared to other lessons. Thus, English needs to be taught from an early age, this is one way for children to be able to speak English and have an interest in learning English (Fitria et al., 2021). Knowing and learning English can be done in schools, courses and tutoring. Children's difficulties in learning English occur due to several factors. Lack of reading awareness, which is also caused by lack of facilities and infrastructure, limited mentoring, lack of varied teaching, so that children are bored and lack interest in learning English. This is often the case in some orphanages and Islamic boarding schools that have been done several previous studies and Naungan Kasih orphanage as well.

Naungan Kasih Orphanage is an orphanage or children's home (entrustment) established by the CIJ monastery with the model of love of CIJ sisters accepting and helping children who lost parents during childbirth. The children living in this orphanage are children from different family backgrounds. Some of their parents have passed away and some are economically unable to raise, provide education, so the children are entrusted in this orphanage. As said by (Setiawan & Pasau, 2017) that an orphanage acts as a substitute for parents / guardians in meeting the needs of mentally and socially incapable children in order to be able to reach the point of maturity and be able to play an active role as citizens in society. In there, they can not study English well. Many reasons for example like lack of vocabulary, lack of medium, and lack of learning strategy.

Based on observations made by the team, it is known that the children in this orphanage are from several levels of education. There are children under five, children in kindergarten, elementary school and middle school. At the kindergarten and elementary school levels, they are not familiar with learning English. While at the Middle School level they have obtained English lessons, but they are not motivated and lack interest in learning English due to the limited time to learn English, inadequate facilities and infrastructure, and lack of motivation to learn English, so they need to add hours to learn English outside of school, such as by attending additional tutoring, English courses, or assisting in learning English. Many problems they are face like the lack of vocabulary, limited of media, and the lack of learning strategies. From the reasons, our party decided to offer English learning assistance in this institution with the aim of being able to speak English and increase interest in learning English. These activities are made according to their level of education. The CS team feels the need for assistance in learning English in this place, so that children can prepare themselves well in facing the times and technology). This activity used some methods in teaching and learning English. They are games, singing method, discussion and interactive method. These methods can increase their motivation to study English. Game is one of medium in this learning process. Using games in learning English can help the students and teachers in increasing English vocabulary and make the students easier to remember their meanings (Bakhsh, 2016; Derakhshan & Davoodi Khatir, 2015; Ibrahim, 2017). Besides, CS Team also used singing and discussion method. Singing method can be improve listening skill and English vocabulary. By listening to English song, children in this place can listen to native pronunciation and develop their listening and vocabulary (Kadir, 2021; Nanda & Narius, 2012; Phisutthangkoon, 2016; Sophya, 2013; Triwardani & Yuningsih, 2022). The next method is discussion and interactive. These methods are used in this activity to get the responses from the children. The children can give their ideas, opinions among them and the teacher (Amalia, 2014; Syahadati et al., 2020). It is very effective to build their motivation to speak (Sari et al., 2022; Sriati et al., 2021). This activity can help the children to solve their problems.

This assistance makes a positive contribution to the children in this institution. This is similar to research and service that has been carried out previously by several studies such as (Amin et al., 2020; Fitria et al., 2021; Ilham et al., 2021; Warman et al., 2020). This activity gave a new color to the children in this orphanage, and there was an increase in greeting new vocabularies, and there is courage and activeness when asking questions and discussions, when asking questions they answer passionately.

Implementation Method

Community Service Activities (PKM) are carried out at the Naungan Kasih Orphanage of St. Elisabeth Ende. Which is located at Jalan Eltari. This activity involved both parties, they are the first from the CS team, namely lecturers and students of the English Literature Study Program and the second from the Orphanage of Naungan kasih of St. Elisabeth Ende as mentoring partners who were involved in this activity. This service activity used methods and approaches to nature, with several stages such as; the preparation stage, the implementation stage, the evaluation stage and the last is the report preparation stage. This is with the aim that this activity can run well. So that at the time of its application it is easier and does not cost

much. And also in order to realize the achievement of this activity using several methods, such as question and answer and discussion, the question and answer method is made in order to stimulate children to think more critically and discuss in order to broaden participants' insight about the material that has been taught, singing methods, lectures, discussions, demonstrations and simulations.

Results and Discussion

In Community Service (CS) activities at the Naungan Kasih Orphanage of St. Elisabeth Ende, it is divided into several stages as follows:

Preparatory Stage

In the preparation stage, the service team conducted direct observation to the location where the mentoring activities are carried out, and coordinated with the orphanage to make an agreement on activities and scheduling and forms of activities.

Implementation Phase

This stage involved both parties, using several approaches and teaching media, the younger siblings are distributed in several groups. The material was taught varies, according to the level of each need. Children are introduced to how to read the alphabet, recognize colors, recognize animal names, recognize the names of fruits and vegetables (fruits and vegetables), means of transportation, parts of body, introduce the names of objects around (talk about things), and also about introducing themselves and family.

First Meeting

The first day's meeting is introduction. We from the CS team introduced ourselves, and gave material about *greetings and who am I*. On the first day of activities, the service team was given the opportunity to introduce themselves, and vice versa so that they could get to know each other. In presenting the material, the team used a communicative approach and discussed. Children are given the opportunity to greet and introduce themselves in English, according to the topic taught using whiteboards, markers and LCDs. At the end of the meeting a quiz was given. Children who can answer are rewarded with stationery. Teaching by giving rewards, makes students happy, excited and motivated (S.Haryadi et al., 2021). This activity went very well and smoothly.



Figure 1. *Introductory Material*

Second Meeting

On the second day, the CS team began to separate into several groups. Three teachers and students of English literature were divided into two groups. That is, group one was named Melati and the second group was

named Mawar. Each group was supervised by four English literature students. They are introduced to the basic material of the English language. The material taught is material about the introduction of the alphabet using the question and answer method and singing. With singing (songs) children are expected to understand and memorize the letters of the alphabet. With the song, children can pronounce the words precisely. Learning while singing can provide fun for children, especially early childhood, can develop imagination and self-confidence, and be more creative (Sophya, 2013). The media used are markers, alphabetic picture paper, LCDs, laptops and whiteboards. At the end of the meeting they were asked to watch a video with the theme of alphabetic chanting according to the song in the video. Then ask them to memorize and repeat the song. This activity improves the way they speak, vocabulary that they may not have known and heard so far. At the end of the meeting they are asked to sing, and if one can sing well, the child is rewarded.



Figure 2. *Learning to Read the Alphabet*

Third Meeting

The material taught in this meeting is a description of color. The method used is game. The media used are colored paper (origami), balloons, markers and blackboards. After explaining the names of the colors, they were asked to determine the name of the colors based on the instructions of the teacher. This activity aims to make children able to describe colors well.



Figure 3. *Learning of Color Names*

Fourth Meeting

The material taught at this fourth meeting was to recognize fruits and vegetables. The method used is gaming. After being explained by the CS team, the children were asked to stick the pictures on the board, with the names of

fruits and vegetables that matched the pictures. In addition, they were asked to name their favorite fruit or vegetable and its function for the body.

Fifth Meeting

The material taught is to recognize animal names, types and imitate sounds the method used is interactive. This activity is carried out to improve children's vocabulary. Increasing vocabulary in language learning is very important because vocabulary is the most basic thing in learning English (Setianingsih et al., 2021). This activity also makes children more active in responding (Syhadati et al., 2020). At the end of the meeting asked what pet name is most liked, and most feared.



Figure 4. *English vocabulary writing and reading activities*

Sixth Meeting

The material taught in this meeting is to know the parts of the body. The method used in this material is the singing method (motion and song). Movement methods and songs can create a cheerful atmosphere for children their age. The results of research that say that movement and song methods can improve English speaking skills, can increase motivation, improve children's motor, improve pronunciation skills (Purwanti, 2020; Sophya, 2013).



Figure 5. *CS team and participants singing together*

Activity Evaluation

The purpose of this mentoring was well achieved. The CS team saw an improvement in learning English. This was deeply felt by the CS team and the orphanage itself. The participants were seen as very active in answering the questions given and eager to participate in this activity. The methods used are also varied so that they are not bored in learning English. The method used can develop all four language skills. The method used by teachers must

develop the four language skills, namely, listening, speaking, writing and reading skills. In addition, there are several small obstacles also felt by the CS team. One is that the study time is too short.

Conclusion and Suggestion

In the implementation of this activity, kindergarten children participated. The achievement of the expected targets can be carried out properly. Because the material can be delivered well and the results are maximum. Children are able to understand well. This is evidenced by the results of the quiz conducted at the end of the meeting. This success is measured by participant satisfaction and by the enthusiasm of participants.

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