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ENGLISH LEARNING MODEL THROUGH PHYSICAL ACTIVITIES

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Abstract

This study aims to develop "English learning models through physical activities for elementary school children." This study is a development study by adopting the theory of Borg and Gall and its implementation up to the fourth stage. The results of the study indicate that the development of English learning models through physical activities has four models, namely sing lomhop, sing lewho, sing lemhop and sing sunhop. The models that were declared feasible by 3 experts, namely learning experts, English material experts, and media experts were only two learning models, namely sing lomhop and sing lewho. Furthermore, this model was applied to a small group trial at SDN 05 Sekayu City by researchers and observers and was declared applicable.

Keywords: Learning Developer; English; Physical Activity.


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INTRODUCTION

Education is the most important thing in human life. Without education, humans will live in ignorance. Humans are essentially distinguished from other creatures because humans are gifted with reason and thought to be able to face the problems of their lives. So important is the issue of education for human life that it can be imagined if life without education (Ikhwati & Megawati, 2018).

In 21st century learning, the learning process emphasizes the achievement of student skills such as communicating, actively collaborating, and working together between groups. Learning carried out in educational units is expected to run according to learning objectives (El, Muhsana Lanos & Lestari, 2022). Language is the most important means of communication, because with language, people can understand and comprehend the intentions and goals of others. In the realm of global communication, English plays a very important role and is used widely and worldwide as a language of communication, trade and education.

Realizing the importance of mastering English in this era of globalization, English has been taught from elementary school to higher education in Indonesia.

English language learning is instilled from an early age with the hope that language proficiency will also be obtained earlier. English in Elementary Schools (SD) is a program to instill verbal knowledge, have basic language skills. Language has a central role in the intellectual, social, and emotional development of students and is a supporter of success in studying all fields of science. Seeing the importance of English in the global era and referring to the theory of development (critical period hypothesis) which states that children will find it easier to learn a foreign language before puberty, the government has made a policy to introduce English at the elementary school level as one of the local content subjects or skills.

Although English is still designated as a local content subject, the subject has become one of the important subjects taught to improve listening, writing, reading, and speaking skills. In reality, it is not easy to teach English to elementary school students. Children have unique characteristics. They tend to have a short concentration level and need more practice and body movement in understanding the English vocabulary taught (learning by accompanying actions) so that media and learning methods are needed to enable them to be active in class. (Scott and Ytreberg, 1996:22). Based on the results of observations conducted by researchers in several elementary schools in Palembang City and information obtained from English teachers that English learning in Palembang City is not optimal because the learning process is still oriented towards the activeness of teachers as instructors.

In English learning, students appear less enthusiastic and less actively involved in learning. This is seen during the observation, namely the low skills of students, including the tendency of students to rely on teachers to provide information or concepts to be learned, the learning environment is still centered on the teacher, so that students are less involved in learning. The low skills obtained by students are due to the lack of student interest in the learning methods used in

delivering English learning materials are still conventional with lecture activities, questions and answers and memorization methods. Therefore, it is recognized by the teachers that the results obtained are not very optimal. There are many methods that teachers can apply in teaching English, especially at the elementary school level. In principle, the method used must adhere to the principle of playing while learning by referring to learning must be adjusted to the child's development level. The method applied must be in accordance with the characteristics of elementary school children who tend to have a short level of concentration and require more practice and body movement in understanding the English vocabulary taught (learning by accompanying actions). One English learning method that is in accordance with this principle is the Total Physical Response (TPR) method. The TPR method is a language learning technique that prioritizes activities that are directly related to physical activities and movements.

The TPR method has several advantages. First, it is very easy and light in terms of language use. Second, it contains elements of game movements so that it can relieve stress in students. Third, it can create a positive mood so that it can facilitate learning and can increase student motivation and achievement in the lesson. Based on the problems described above, as fellow academics, the author is concerned and it is a must to provide solutions for teachers and together overcome the problems that occur in the development of English language learning which is manifested in the form of real actions to prepare a quality generation of the nation. The target output to be achieved is the development of an English language learning model through physical activity. The Total Physical Response (TPR) method is expected to maximize the results of language learning, especially children's speaking ability (Suryantini et al., 2021).

The TPR method is an introduction to the teaching approach known as total physical response. The goal is to maintain early motivation and sustain children's curiosity and interest so that they develop a desire to learn the language, especially in the introduction of English vocabulary easily and quickly (Mulyanah et al., 2018). The application of an appropriate English language learning model

for elementary school children so that their English skills increase and in the future this method can be used and continuously developed as a basic method in teaching English to elementary school children. With this method, children are expected to be able to learn English by experiencing or practicing directly through action. Which prioritizes activities that are directly related to physical activities and movements. Achieving success in education requires a process that involves internal and external factors. Internal factors include learning interests, talents and learning motivation. While external factors include the family, school and community environment in helping to overcome children's learning difficulties (Putri Noviatami, Hikmah Lestari, Yessi Fitriani, 2024). Some of the needs of elementary school students that elementary school teachers need to know are that elementary school students like to play and elementary school students like to move (Hayati et al., 2021).

In addition, some of the needs of elementary school students that need to be known by elementary school teachers are that elementary school students like to play and elementary school students like to move, the stimulus for children's interest in movement becomes high (Burhaein, 2017). Thus, as a teacher who teaches at the elementary school level, it is very necessary to design learning with a method that collaborates with students' physical activities to suit the characteristics of students so that they can attract students' interest to be active in learning.

METHOD

The research used in this study is the research and development method which adopts the theory (Borg and Gall, 1983) which has 10 steps or stages of development that are quite clear. In this study, the researcher only took up to step 4 of Develop Preliminary Form of Product based on the needs of this study. Research The research will be conducted at SDN 01 and 05 Sekayu. Product Design, namely 1) Product in the form of an English Learning Model Through

Elementary School Physical Activity, 2) English learning material to recognize the body is made into 4 physical activity learning models.

The instruments used for data collection are in the form of evaluation sheets and questionnaires. The evaluation sheet is used to collect data from material experts, media experts and learning experts. The qualitative descriptive analysis technique is in the form of data interpretation from questionnaires/review questionnaires from several experts. The data analysis technique used in this development research is to use a descriptive analysis technique in the form of a percentage. While the data in the form of suggestions and reasons for choosing answers are analyzed using qualitative analysis.

RESULT AND DISCUSSION

This study uses the development of the Borg and Gall model, which is carried out with 4 stages of research that are adjusted to the needs of the researcher. The results of this study began with a needs analysis carried out by distributing interviews and questionnaires, the results of which were that there needed to be a development given an English learning model through physical activity by adding variations in learning used to improve learning outcomes. This innovative step is an effort to help improve English learning outcomes in recognizing the body with the learning model described above.

Table 1. Expert Test Results on the Basic Manipulative Movement Game Learning Model through Elementary School Level Play

Model Name	Model Acceptance (Eligible / Not Eligible)			Results
	Expert 1	Expert 2	Expert 3	
Sing Lomhop (singing while jumping hula hoop)	Eligible	Eligible	Eligible	Eligible
Sing Lewhop (singing while passing the hula hoop)	Eligible	Eligible	Eligible	Eligible
Sing Sunhop (singing while arranging hula hoops)	Not Eligible	Not Eligible	Eligible	Not Eligible
Sing Parhop (singing while throwing a hula hoop)	Not Eligible	Eligible	Not Eligible	Not Eligible

This study produced 2 (two) English learning models through physical activity, which were packaged in the form of learning scripts. The developed model products have gone through validation stages by experts including material experts, learning experts and media game experts who stated that 2 (two) learning models were feasible, namely sing lomhop and sing lewhop. Furthermore, this model was tested in small groups at SDN 01 Sekayu by observers and researchers and the results showed that this study could be applied.

Table 2. English Learning Model Through Physical Activity

Model Name	Can be applied	Not applicable
Sing Lomhop (singing while jumping hula hoop)	√	
Sing Lewhop (singing while passing the hula hoop)	√	

CONCLUSION

Based on the results of expert assessments, field trials and discussions of the results of development research on the English language learning model through physical activity at the elementary school level, it can be concluded that the development research has been declared feasible and has produced a development product in the form of an English language learning model through physical activity at the elementary school level which is packaged in the form of a manuscript/textbook and has been successfully implemented.

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