



Implementation of English Language Acquisition with the Phonics Method (Multi-site Study at Hasanuddin Madjedi and Madinaturrاملah Islamic Integrated Early Childhood Center in Banjarmasin City)

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ABSTRACT

This study aims to analyze the implementation of English language acquisition with the phonics method in learning and describe in depth and analyze in detail the competence of teachers in the effort to implement English language acquisition with the phonics method . The researcher acted as a participant who observed the location, environmental conditions, relevant resources and stages of strategic management at Hasanuddin Madjedi Islamic Integrated Preschool and Madinaturrاملah Islamic Integrated Preschool. Data analysis using Miles, Huberman & Saldana is with the following stages: data condensation, data display, and conclusion drawing and verification. The results showed that the acquisition of English with the phonics method, among others, with song movements, introduction of self-identity, contextual object names, letter separation (spelling) and letter sounds.

INTRODUCTION

The era of society 5.0 has a very wide range of information and without limits making education adapt to the changes that occur. This is answered by Indonesia with efforts to build a competitive character in globalization. The impact of change is also felt in the increasingly competitive world of education in the field of technology and good information needs to be supported by superior language skills. Departing from this understanding, early childhood education in which there are aspects of language development that allow early childhood in the future will be better prepared for the next era of change. Language is used as a benchmark for everyone to understand knowledge and prepare for future changes. One of the learning materials developed by early childhood education institutions is the optimization of language learning.

Based on the 2014 Permendikbud of Early Childhood Education Curriculum regarding the Early Childhood Education Curriculum Structure, the language development program as referred to in paragraph (1) includes the realization of an atmosphere for the development of language maturity in the context of play. Other coverage of the details of children's language development are: a) understanding receptive language, including the ability to understand stories, commands, rules, like and appreciate reading; b). expressing language, including the ability to ask questions, answer questions, communicate verbally, retell what is known, learn pragmatic language, express feelings, ideas, and desires in the form of graffiti; and c). literacy, including understanding the relationship between letter shapes and sounds, imitating letter shapes, and understanding words in stories (Depdiknas, 2014). Musfiroh says that children's language development includes phonological development (recognizing and producing sounds), vocabulary development, semantic development and word meaning, syntactic development or sentence construction and pragmatic development or the use of language for communication purposes.

The assumption above is that children learn foreign languages faster than adults so that children who master foreign languages early have advantages in terms of intellectual flexibility, academic, language and social skills. In addition, children will have readiness to enter a social context with various languages and cultures. Ghasemi & Hashemi's research on foreign language learning in childhood states that the earlier a child is introduced to a new language, the better the results. The Iranian researchers say that children who learn English early can grasp more quickly and retain better what they learn, speak more fluently, with native-like pronunciation.

Children's English language acquisition is assumed to be the same as first language acquisition. The school's approach to children's English language acquisition is considered as a foundational skill for other language skills, namely speaking, reading and writing. The goal of children's English language acquisition is for children to be able to use English as a means of communication. There are several ways that can improve English language skills in early childhood that have the aim of improving children's language skills. Learning activities facilitate children with different learning styles; such as visual, auditory and kinesthetic. These activities are especially beneficial for children who are not

yet able to produce language. Providing features, sounds, movements and words in English (receptive language) so that children have the ability to speak English according to rules and structures.

The introduction of English requires the right method, among these methods there are methods that are attractive to children so that children are easy to improve English learning with their friends and teachers. One of the ways that teachers can solve children's reading problems is by using a method that will improve children's reading skills. One of the methods used is the phonics method. Serna explained about Phonics the relationship between letter symbols and sounds. Phajane explains that Phonics can also be interpreted as the translation of letter symbols into spoken sounds. The history explains that the originator of this phonics method is Melvin Bell with the term Visible Speech Method, which means the sound symbols produced by the speech device. Meanwhile, the phonics method that teaches speech sounds from letter sounds instead of letter names alphabetically is called the Speech Sound Method. Learning to read through this phonics method is centered on the pronunciation of the letter sounds of each letter of the alphabet. In learning English as a foreign language and a spoken language, children will receive auditory stimuli first. Then, the child will manipulate the letter sounds that have been heard by repeating the letter sounds.

The implementation of the phonics method is taught when the child has recognized the letter symbols, then the steps are: (1) students are introduced to the letter sounds; (2) students are asked to sound out the letters repeatedly; and (3) students are asked to combine and associate the letter sounds. According to Sunarni, there are several steps in implementing the phonics method, which include: 1) Children are instructed to use letter sounds when spelling; 2) Children lengthen letter sounds when connecting with other letter sounds; 3) Teaching starts with the arrangement of letters and then continues with more complicated letter patterns; 4) Children are introduced to double consonant sounds as a sound unit; and 5) In addition, children are also introduced to double vowel sounds as a sound unit.

The introduction of English at the early childhood education level implemented with various strategies will facilitate the absorption of international language in children for the next level of education. The English material taught by the teacher will stick to his memory. This was developed in kindergartens in Banjarmasin, namely Hasanuddin Madjedi Islamic Integrated Preschool and Madinaturrاملah Islamic Integrated Preschool. Both PAUD have implemented English as a second language by providing a conducive climate created by both schools with an environment that optimizes stimulus in the process of English acquisition. Both PAUDs realized that introducing English to their children as early as possible as a school effort to introduce and provide additional knowledge through English learning by implementing the 2013 curriculum with English learning materials to develop and implement fun and effective learning methods for early childhood English learning. The overall theme used is linked to the introduction of English.

The objectives of this study are: 1) to analyze the implementation of English language acquisition with phonics method in learning; and 2) Describe in depth and analyze in detail the competence of teachers in the implementation of English language acquisition with the phonics method.

LITERATUR REVIEW

The era of society 5.0 has a very wide range of information and without limits making education adapt to the changes that occur. This is answered by Indonesia with efforts to build a competitive character in globalization. The impact of change is also felt in the increasingly competitive world of education in the field of technology and good information needs to be supported by superior language skills.

Based on the 2014 Permendikbud of Early Childhood Education Curriculum regarding the Early Childhood Education Curriculum Structure, the language development program as referred to in paragraph (1) includes the realization of an atmosphere for the development of language maturity in the context of play. Other coverage of the details of children's language development are: a) understanding receptive language, including the ability to understand stories, commands, rules, like and appreciate reading; b). expressing language, including the ability to ask questions, answer questions, communicate verbally, retell what is known, learn pragmatic language, express feelings, ideas, and desires in the form of graffiti; and c). literacy, including understanding the relationship between letter shapes and sounds, imitating letter shapes, and understanding words in stories (Depdiknas, 2014). The introduction of English at the early childhood education level implemented with various strategies will facilitate the absorption of international language in children for the next level of education. The English material taught by the teacher will stick to his memory.

METHODOLOGY

This research uses a qualitative approach with descriptive research methods. Techniques used interviews, observation and documentation. Researchers acted as participants who observed the location, environmental conditions, relevant resources and stages of strategic management in Hasanuddin Madjedi Islamic Integrated PAUD and Madinaturrاملah Islamic Integrated PAUD. Interviews obtained information about the focus of research by setting key informants as a source of data, which was then developed to other informants with snowball technique (snowball sampling). Informants in this study were the head of madrasah, deputy head of madrasah and teachers as well as parents/committee. Documentation technique by analyzing documents, books, photos and archives related to English learning phonics method. Data analysis starts from preliminary studies regarding objective conditions and data related to the implementation of English language acquisition with the Phonics method. Data analysis uses Miles, Huberman & Saldana, namely the following stages: data condensation, data display, and conclusion drawing and verification. Data condensation refers to the process of selecting or selecting, focusing, simplifying and transforming data.

RESEARCH RESULT

Children's Language Acquisition at Hasanudin Madjedi Integrated Islamic Early Childhood Center

Findings on children's language acquisition in the development of recognizing English vocabulary are introduced by schools through song movements, introduction to the names of objects around the child, self-identity and school and adjustment to the theme. The school strives to increase vocabulary according to the level of the child's group. The teacher pronounces English spellings and reminds through repetition. The school introduces English by comparing Indonesian with English through the sound of each letter, conversations and daily habits of the children. The school provides a fun classroom atmosphere and interactive media learning activities. The prominent finding regarding the development of the English component is more on pronunciation activities, the teacher pronounces letter sounds, and repeats questions in English. The teacher's approach in practicing children's pronunciation through natural and fun activities through songs and grammar word games, role play so as to form children's confidence in pronouncing vocabulary.

A prominent finding regarding the stimulation of vocabulary recognition is the creation of a learning atmosphere such as the provision of a reading corner, the introduction of children's identity, and the provision of interactive media using technology. Combination of learning methods with word games to improve memory and motivation to increase children's confidence. The school provides innovative songs, game activities, art projects with English names in the reading corner. Prominent findings regarding the media used in learning are interactive media, motion songs, videos, picture cards and letter cards. In addition, the media provided also use English to label every object in the school. Salient findings regarding the school's efforts to stimulate children's expression and communication are by providing opportunities for children to express themselves. Verbal and non-verbal forms of communication are developed to determine the child's feelings and also the name of the expression displayed. Children are given the opportunity to speak, write and communicate in English. A review of communication skills through learning outcomes shows that the approach involving stories, songs and teacher direction is successful in establishing a foundation of English language skills in children.

The main focus is on pronunciation and word recognition, although development in grammar still requires more attention. Teachers use a play-while-learning approach, involve technology such as interactive English learning apps, and utilize media such as projectors to enhance the appeal of learning. In addition, the implementation of creativity-based activities, such as memory games, art projects and the use of English storybooks, provides a fun and effective experience for the children of Hasanuddin Madjedi Islamic Integrated Preschool. By considering a variety of learning methods, including active interaction, the use of media, and the use of technology, Hasanuddin Madjedi Islamic Integrated Preschool continues to promote the development of children's English language skills in a fun and effective way.

Teacher competence at Hasanudin Madjedi Integrated Islamic Early Childhood Center

Findings stand out regarding the teacher's ability to master the characteristics of learners by meeting learning needs through emotional support, optimizing learning activities holistically, involving group learning activities. Teachers can observe development through social interaction, sharing, and conflict resolution through communication with parents. Another prominent finding regarding the strategy of developing English language potential through a holistic approach in supporting learner development. The foundation of the approach is through observations of specialization, learning styles so as to use strategies and learning environments including inclusively. Compensatory learning strategies in overcoming children's abilities, affective to identify potential in attitudes and behavior and social strategies with retention phase treatment in the addition of learning activities. Forms of inclusive learning environment services with creative approaches tailored to the needs of learners and the support and attention of parents, teachers and friends.

The prominent finding regarding teachers' ability to master learning theory is that teachers are able to create a fun learning atmosphere and improve English language skills with vocabulary that is relevant to children's daily lives. Teachers create learning through songs that are aligned with the theme. Selection of activities with interactive media, games and collaborative. The findings stand out evaluation in English learning by providing feedback, appreciation, assessment is done every month in the development of English language learners. Reporting on children's English language development as a teacher's effort in providing detailed information reporting on children's development and achievement of children's learning needs. A prominent finding regarding teachers' performance as role models for children is that teachers set a positive example by maintaining a good and polite attitude, shaping values and norms for learners. Deep and positive communication is key to creating a good relationship between teachers and children, helping them grow and develop holistically.

Teachers' competence in English by using interactive media and technology through mobile learning applications that provide a fun and interactive experience. Learning strategies for children to develop social, communication and collaboration skills, while utilizing the potential of technology to enhance their learning. Involvement of cultural elements through folklore, media and songs and the provision of communication to improve children's English language skills. The creation of a learning environment, holistic approach, strategies and collaboration with parents, and focus on the holistic development of children create a comprehensive and effective learning environment at Hasanuddin Madjedi Islamic Integrated Preschool.

Children's Language Acquisition at Madinaturramlah Integrated Islamic Early Childhood Center

The prominent finding regarding the school's efforts in using English is by applying the phonics method. The application of English as a school effort prepares students for further education through vocabulary, pronunciation, greetings and identity. The school creates a pleasant situation and provides opportunities for children to develop their language skills by balancing English and Indonesian. Repetition, questioning and reminding activities in introducing English vocabulary. The prominent findings regarding the introduction of language components in children are by balancing the two languages, on pronunciation by increasing vocabulary developed with the phonics method. On language rules on the accuracy of word arrangement. School efforts with the phonics method, learning activities by increasing the vocabulary mastered by children, namely self-identity, classification, emotional, object recognition and familial are applied on Tuesdays.

The prominent finding regarding stimulation activities is by providing English corner facilities to children, creating an independent learning environment other than Tuesdays. Fun learning activities that prioritize fun experiences for children. Games such as "Word Hunt", "Storytelling Day" and "Show and Tell" provide opportunities for children to develop English speaking skills with more confidence. The prominent findings regarding the role of media in language recognition through the phonics method are with 2 (two) language storybooks that illustrate linking words with pictures, flashcards, songs and educational games. The role of media as an approach to create a lively and interesting learning environment, where children enjoy learning while playing in addition to providing vocabulary knowledge, also builds a positive and fun learning foundation.

Prominent findings regarding children's understanding of English through expression. Teachers provide direction and guidance to children to express themselves correctly through facial expressions. This aims to promote understanding among peers and create an environment that supports effective nonverbal communication. Schools providing practice, direction and understanding among children are key elements in developing these expression skills at an early age. A prominent finding regarding children's ability to communicate in writing with children demonstrated the ability to use words and sentences in communication contexts such as greeting words. The ability to communicate is encouraging and gives an indication that they are ready to interact in a variety of communicative situations.

Teacher competence at Madinaturramlah Integrated Islamic Early Childhood Center

The findings stand out on mastering the characteristics of learners, so teachers involve partners, namely parents and family support. Emotional aspects through the creation of an environment that supports expression, the formation of basic values such as honesty, responsibility, and cooperation as an integral part of educational goals.

A prominent finding regarding teachers' efforts in developing each learner's potential is communication as an effort to hear parents' views and understanding of children's potential. This involves participation in the learning process, providing support suggestions at home on an individual basis. A collaborative pattern of communication will create a responsive and inclusive learning environment, ensuring that every child gets the attention and support they need. Prominent findings regarding teachers' efforts in special needs services are using specialized media and intense learning. Communication needs in English language acquisition with responsive and innovative approaches, teachers are able to create a learning environment that supports children's language growth optimally and collaborative patterns of communication between teachers, children and parents become the main foundation in developing children's English language skills at the PAUD level. Prominent findings in learning activities with the phonics method are implemented with a collaborative and continuous role of the teacher at home and at school. The implementation of the phonics method is carried out every Tuesday which seeks analytically on letter sounds and combinations. Reinforcement of English language acquisition with a penominics approach on other days is implicit.

The salient finding regarding evaluation in understanding children's development is done at the end of the semester which is academic achievement, but also involves observing the development of creativity and children's involvement in creative activities and the number of vocabulary and children's understanding of letter sounds. The salient finding regarding teachers' self-performance is through a commitment to continuous learning and self-improvement. Teachers are able to collaborate with all school members by creating a learning environment that instills positive values and supports contextualized learning in children's daily lives. Prominent findings regarding the provision of technology facilities and media with interactive app learning to introduce basic concepts of English language acquisition to children. Interactive off-screen activities, such as group games and creative activities, create the necessary balance between online learning and real-life experiences. Adaptive teachers, through quality improvement activities such as training and seminars on balanced technology integration, support the holistic development of children in the technological age.

DISCUSSION

Children's Language Acquisition

Findings regarding children's language acquisition through song movements, recognition of the names of contextual objects that children often encounter, introduction to self and school identity and objects introduced in accordance with the learning theme. The second site also introduces self-identity including family members, classification, emotional, object identification and familia. Dale & Bamman (1971) explained that in teaching English the choice of vocabulary is simple with simple language structures. Vocabulary is chosen that is related to concepts directly with the world around the child. In line with the results of the explanation by Alawiyah et.al (2023) in the children's English learning model regarding teaching materials in learning English in PAUD

including vocabulary, English songs, simple expressions, and phonics. The concepts mastered by children are identification, classification, spatial, temporal, emotional, familial, order, equivalence. Other research by this finding is in line with Purwanti (2020) the song and movement method is very beneficial for children's English vocabularies, children can remember vocabularies about number and color in English through songs that are repeated to increase children's motor activities with joyful singing.

The findings on the first site regarding English learning using the phonics method are adapted to the grade level. On the second site, there is learning to acquire English as preparation for children at the next level of formal school. Richard & Rodger (2014) explain English in kindergarten as a form of introduction by optimizing language encouragement, as a form of preparing children's readiness to continue their education to a higher level. The findings regarding the Introduction to English in Hasanuddin Madjedi Islamic Integrated PAUD include a consistent approach in mastering vocabulary and learning methods including the use of picture cards and basic English songs. This is in line with Risarani's (2023) research results, which were in the form of English that children already had and then developed it with the teacher using card media.

The learning approach applied by teachers during learning activities at Hasanuddin Madjedi Islamic Integrated PAUD uses a play while learning approach and the use of technology, such as interactive English learning applications and projector media. Teachers use technology to increase the attractiveness of learning. In line with the development of Bella et.al's (2022) research model, the use of Information and Communication Technology (ICT) can support creativity in English language learning. Development of the Multimedia Development Life Cycle (MDLC) model which was carried out in concept stages with presentation, interactive application types in learning in kindergarten. Design stages with visual interface and storyboard design, materials arranged according to the scene, model creation so that it has a display of fruit introduction in the main material menu. The use of touchscreen technology can provide a more interactive and fun learning atmosphere for students to learn the names of animals, fruit and so on.

Increasing vocabulary in Hasanuddin Madjedi Islamic Integrated PAUD through daily activities as well as singing and separating letters (spelling) is an integral part of this process. In line with the results of Westhisi's (2019) research, categorizing themes using the phonic method, namely through the introduction of letter sounds, letter symbols, combining letter sounds and separating letter sounds. Learning to read at the beginning of English comes down to combining letter sounds with up to five sounds. Hasanuddin Madjedi Islamic Integrated PAUD is the main focus, namely pronunciation and word recognition as well as grammar development which continues to receive further attention. As explained by Siregar (2018) in the Nativist theory, language is already present in children from birth, which is called general grammar or universal gramaah. The knowledge that exists within the child does not receive much stimulation, the child will still be able to learn it. Apart from imitating language, children draw conclusions because children have a language system called the Language

Mastery Device. The results of Widyahening & Sufa's research (2022) in increasing children's vocabulary using Bingo Game media which makes English learning activities make children more enthusiastic, enthusiastic, active and creative and confident.

Creativity-based English language learning activities using the Phonics method at Hasanuddin Madjedi Islamic Integrated PAUD: Implementation of memory games, art projects, and the use of English storybooks and providing fun and effective experiences for children. This activity is explained by Siregar (2018) in learning foreign languages in early childhood by creating a creative, active and fun atmosphere with body gestures and flashcards, playing games, games using music, songs and chants, stories with objects. The learning methods applied at Hasanudin Madjedi Islamic Integrated PAUD use a variety of methods, including active interaction, media and technology and support the development of children's English language skills in a fun and effective manner. In line with the results of research by Rahmania et.al (2021) which shows active interaction using the mother tongue and being given a caretaker, namely active interaction in language acquisition. Teachers and parents provide learning with media and play.

Findings regarding the urgency of the two languages implemented in Madinaturremlah Islamic Integrated PAUD emphasize attention to English and Indonesian and the aim is for children to know and remember vocabulary well. In line with the research results of Sukmawati et.al (2023) in teaching English from this age as the main communication tool outside Indonesian and as a universal language in global languages. Learning English with adapted learning principles in educational efforts supports their development, understanding and use of the language. The approach applied at Madinaturremlah Islamic Integrated PAUD is a holistic approach that develops communication skills and fosters interest in English as well as achieving a positive learning experience. In line with Silvia & Astuti (2023) the role of thematic-based children's songs in learning English is innovation and increases children's interest and motivation in learning English. Songs create a pleasant and interesting atmosphere through songs. English vocabulary and structures become easier because the song's rhythm and melody help children remember them.

Findings on the learning process implemented by Madinaturremlah Islamic Integrated PAUD with the introduction of English vocabulary inside and outside the classroom as well as an emphasis on correct pronunciation. In line with the results of research by Lestari & Adelina (2022) with community service activities that introduce English vocabulary with repetition activities so that it is easy to remember the correct pronunciation and simple forms. Madinaturremlah Islamic Integrated PAUD in providing learning facilities using English in daily activities, such as home viewing, carried out in English and English language activities outside the classroom provide additional opportunities. In line with the results of Prayogi & Ulum's (2022) research, service activities provide viewing in the form of English video media by introducing vegetable names, fruit names, types of shapes, colors, animal names, cardinal directions, body movements,

equipment and home furnishings. Other media include singing and games and picture media.

The various learning activities at Madinaturremlah Islamic Integrated PAUD are packaged creatively and interactively: Using songs, games, flashcards and educational applications and creating a fun learning experience. In line with the research results of Susantini & Kristiantari (2021) with the design of ADDIE model products using flowchart and storyboard designs. learning activities using flashcards based on interactive multimedia, namely VN (VlogNow) and Power Point. The use of media can attract interest in learning and can have a positive impact on children's development. Learning activities at Madinaturremlah Islamic Integrated PAUD during communication emphasize facial expressions and social interactions: Integrated to help children communicate confidently in English. The results of research by Somba & Saraswati (2020) who carried out service by teaching English using the COOK method (Easy, Fun, Relaxed, Active, Creative) with a learning method in a fun environment using body movements, actions and pictures. Activities to remember vocabulary through social interaction can improve the quality of learning and produce quality learning.

Teacher Competency

English learning is implemented in stages starting from basic knowledge that is often encountered but can be done specifically at school. The long-term impact expands children's communication skills in a global context and increases educational opportunities and enriches broader cultural understanding. Hartanti & Kurniawan (2022) state that language learning has a central role in developing intellectual, social and cultural issues. Language helps children know themselves, their culture, express ideas and feelings, and participate in society. The provision of an environment tailored to children's needs with special media and intense and holistic learning at both sites is provided inclusively by teachers in implementing the phonics method. The results of this research are in line with research by Suharsih (2022) in that English language learning in inclusive classes is prepared with learning designs and media that are modified to suit children's needs. The school provides regular facilities that support the smooth learning process.

Regarding the school's efforts to prepare teacher competency in introducing English using the phonics method. Findings in Hasanuddin Madjedi Integrated Islamic PAUD with a Holistic and Diverse approach: Teachers pay attention to the cognitive, physical, social, emotional and cultural aspects of children. In line with the research results of Cilvia & Astuti (2023) who developed a holistic and diverse approach to mastering English vocabulary in linguistic components. Meanwhile, at the Madinaturremlah Islamic Integrated PAUD with a continuous approach to learning: Education at the Madinaturremlah Islamic Integrated PAUD emphasizes the importance of continuity in children's learning. In line with Sari & Mahyuddin (2023), thematic and continuous learning uses the principle of attractiveness in selecting themes which turns themes into phrases, elaborating themes with challenging activities (enhancing activities) which are able to expand children's knowledge.

Teachers implement learning at Hasanuddin Madjedi Islamic Integrated PAUD by including cultural elements in learning: using local folklore and creating a learning environment that respects children's cultural backgrounds. Meanwhile, in Madinaturrem Islamic Integrated PAUD there are various learning methods: teachers actively use moral stories, group activities, and integration of cultural values. In line with the research results of Purandina & Juliari (2021), the introduction of digital literacy through English narrative stories on the YouTube application as an instillation of children's character through learning. Narrative stories were chosen as content in familiarizing with children's English language development. Narrative stories that develop character and influence children's character. Teacher interactions in holistic observation include understanding children's physical development, social interactions, spiritual values, mood changes and emotional expressions. The learning environment is fun: observations, hands-on interactions, and learning activities are tailored to children's interests and strengths. This is in line with the research results of Lubis et.al (2022) which shows that learning English is designed to be a fun learning experience, understanding the development of children's thinking and abilities. Tests and competitions are a means of teaching students to develop thinking and competitive abilities.

In learning activities, teachers apply a play while learning approach: focusing on the holistic development of children and creating a comprehensive and effective learning environment. In line with the research results of Majuwita & Muryanti (2022) with a play while learning approach that uses the snakes and ladders game to introduce English vocabulary. Another research by Hafidah & Dewi (2019) applied the Total Physical Response (TPR) method as a comprehensive approach to listening, speaking and movement. This method is combined with games, songs, story methods and so on. The involvement of parents in learning English at Hasanuddin Madjedi Islamic Integrated PAUD as a collaboration between teachers and parents to gain further insight into the interests and strengths of children at home. Meanwhile, the findings in Madinaturrem Islamic Integrated PAUD are Collaboration with Parents: Essential collaboration with parents as partners in children's education. In line with the results of research by Girsang & Shabayar (2022) with service activities through learning English through the Digital Education Quizizz application with the involvement of children accompanied by their parents.

Islamic Integrated PAUD Teacher Hasanuddin Madjedi in continuous evaluation activities every day in formal assessments and daily informal evaluations as well as using positive rewards as motivation. The results of research by Sinaga & Intan (2023) show that the evaluation stage was carried out through observation, children's work, analysis of behavioral development. Measurement of children's English language development by measuring expressive language abilities, mastery of language components. The method applied is selecting activities with interactive, game and collaborative media. Compensatory, affective and social learning strategies with retention phases. explained by Sophya (2014) the design of English language learning should be directed at activities that are entertaining, recreational and educational so that

the motivation they currently have will be maintained or even improved in the future so that English learning will continue throughout life. they. The linguistic substance of English learning in early childhood education is viewed from two main aspects, namely language skills and language components. In this case, teachers who teach English to early childhood need several strategies in teaching and learning. There are several strategies that can be applied, such as TPR (total physical response, songs, music and movement, and stories (Samad & Tidore, 2015). Apart from that, learning implementation strategies can also be carried out by socializing rules, integrated in every lesson (Mahmudah, Asniwati , & Aslamiah, 2020)

Learning English for children is different from learning for adults. Explained by Arthur, Grainger, & Wray with the nature of English language learning; 1) tiring (tiring) so that as learning is physically draining, the class is created to be active and growing; 2) exhilarating (encouraging) that learning English is fun work for students with enthusiasm and activity, projects or certain exercises; 3) amusing (entertaining) as learning English as an entertaining activity with adorable children; 4) chaotic, which refers to unexpected events during learning; 5) hectic (busy) activities such as reading aloud, writing stories, playing, singing, etc.; 6) inspiring (inspiring) as learning that inspires children's abilities in creative arts, personal qualities such as kindness, sincerity shown by children; 7) gratifying (gratification) which emphasizes that learning English for children is very satisfying for them because of the many challenges, reading, fun skills, interesting stories, and satisfaction with the teacher too (Ratminingsih, Artini, Santosa, & Adnyani, 2021).

At Madinaturremlah Islamic Integrated PAUD, the learning environment is holistic by creating a learning environment that involves social, cultural and emotional aspects. In line with Purwanti (2020) in introducing English by creating classrooms into positive learning environments so that children develop academically, socially, emotionally and creatively. Learning activities by teachers at Madinaturremlah Islamic Integrated PAUD are created with social interaction: facilitating social interaction as an integral part of child development. Emotional support: emotional support is the main focus in the learning process. In line with research by Wahyuningsih (2019) which states that social interaction in the environment is an explicit learning process for early childhood, teachers create an interesting educational atmosphere, providing opportunities for children to be involved.

In getting to know students, teachers at Madinaturremlah Islamic Integrated PAUD also understand the background, students and local culture so that in learning activities teachers can create relevant learning for children. In line with Estari's (2020) research which shows that in order for the learning process to run well and learning objectives to be achieved, teachers must understand the background characteristics of their students. The way to recognize and understand students is to pay attention to and analyze their speech, attitudes and behavior, The learning implemented by teachers at Madinaturremlah Islamic Integrated PAUD is gradual, continuous and adaptive. Wise use of technology to achieve optimal educational results. As well as adjustments to child development

as the main basis. In line with research by Novitasari et.al (2021), the English learning process is gradual and continuous. Habituation and repetition are carried out in a fun way and are adapted to the level of development and characteristics of early childhood. ICT (information and communication technology) based learning in early English aged 5-6 years.

Method applied Analytical method on letter sounds and combinations. Strengthening English language acquisition with the penominics approach. According to Anam & Afroni (2020) English education for children requires appropriate and effective teaching methods and processes, for example through singing, music, and prioritizing physicality. This method is considered successful and very suitable for learning English for early childhood. To develop this method also requires the role of teachers and parents in the English learning process. Furthermore, The role of the teacher in learning at Madinaturrām Islamic Integrated PAUD is as a learning facilitator: the teacher acts as a learning facilitator who is responsive to the individual needs of children. Development of intellectual aspects: increasing children's intellectual aspects as the main goal. In line with Loka & Putro (2022), teachers are motivators and innovators in responding to children's difficulties in learning. The teacher as a facilitator provides good and appropriate facilities, especially in reflection activities in repeating English and Arabic vocabulary through singing.

CONCLUSIONS AND RECOMMENDATIONS

Based on the research results, it was concluded that in Hasanuddin Madjedi Islamic Integrated PAUD and Madinaturrāmlah Islamic Integrated PAUD, as follows:

1. Implementation of English language acquisition using the phonics method, including song movements, recognition of personal identity, contextual object names, separation of letters (spelling) and letter sounds. Learning media with flashcards and books as well as memory games, art projects and educational applications can create a fun learning experience.
2. Teacher competencies that teachers must have in implementing English language acquisition using the phonics method include applying a holistic and diverse approach, cultural elements in learning, observation and a holistic learning environment, parental involvement, a fun learning environment, continuous evaluation, playing while learning by creating a comprehensive and effective learning environment, continuity in learning, learning strategies and methods, collaboration with parents, the role of the teacher as a learning facilitator, continuity of learning and adjustment.

ADVANCED RESEARCH

Still conducting further research to find out more about the Implementation of English Language Acquisition with the Phonics Method (Multi-site Study at Hasanuddin Madjedi and Madinaturrāmlah Islamic Integrated Early Childhood Center in Banjarmasin City).

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