Teaching New Vocabulary to Elementary School Children at The Orphanage to Increase Their Interest and Insight in English Lessons

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Abstract

This community service program aimed to enhance the English vocabulary skills of children at the Sameri Orphanage for the Nation's Children in Medan Tuntungan. Collaborating with the Community Service Institute (LP2M) of Santo Thomas Catholic University, North Sumatra, this initiative sought to address the educational needs of underprivileged orphans. Recognizing the importance of English as a global lingua franca, the program focused on teaching vocabulary through engaging methods, including the use of pictorial media and interactive games. The study found that the children, despite their initial limited vocabulary, showed significant improvement and enthusiasm for learning English. The program not only expanded their vocabulary but also increased their motivation and participation in English lessons, thereby fostering a positive learning environment. This initiative illustrates the impact of community service in bridging educational gaps and empowering students through targeted language education.

Keywords

Teaching New Vocabulary; Elementary School Children; English Lessons

Introduction

The Sameri Orphanage for the Nation's Children has the desire to improve the English vocabulary skills of its students through community service programs. In order to achieve this goal, the Community Service Institute (LP2M) Santo Thomas Catholic University, North Sumatra plays a role as a partner in implementing this program. One part of the Tri Darma of Higher Education is community service, which includes teaching, research and useful programs.

This community service is carried out for children who live in an orphanage for underprivileged orphans and orphans. This foundation is located on Jalan Pacar 1 No.15 Kel. Namo Gajah,

Medan Tuntungan English is an international language or also known as a lingua franca (Roby Zhichang, 2019). Roby & Zhichang also said that the rapid development of the status of English is because this language has occupied global cultural and economic factors. Therefore, studying international languages is very important (Megawati, 2016) because international languages can connect society with the world in various aspects including educational aspects. Likewise, in this era of globalization, English in Indonesia has also become one of the subjects taught in schools starting from pre-school, middle school and high school levels, up to university level (Megawati, 2016). However, when teaching English to children in Orphanages, it is important to use methods that capture their attention. The use of learning media can be an effective solution, but it is not always possible or realistic for teachers in the classroom. The choice of learning media depends on the material that will be presented to students.

As time and technology develop, learning a foreign language like English is not as difficult and scary (Kamlasi, 2019) as it was in the days of our parents. Many media can be used as learning tools, as well as learning methods. However, in this service activity, students are guided directly (face to face) to carry out English language learning. Even in the abilities required at elementary school (SD) level, students are able to understand several vocabulary words to determine competency in written expression and simple spoken expression (Gusrayani, 2014: 38), but children in orphanages can be said to be blind in terms of mastering English vocabulary. However, orphanage children are also aware that English is very important for the purposes of science, technology, culture, as well as language skills as a means of international communication.

Based on a survey conducted by the author at the Samaeri Orphanage for the Nation's Children, it was identified that there was a need to develop speaking skills in English during the learning process in the classroom. Therefore, in the context of community service, the author has developed a program aimed at increasing English vocabulary through the help of pictures at the Samaeri Anak Bangsa Orphanage. This program is a form of positive contribution from the author to the Samaeri Anak Bangsa Orphanage, with the hope of providing benefits to the school's students and create useful relationships between Santo Thomas Catholic University, North Sumatra and society in general.

Problem Statement

The formulation of the problem faced is:
1. How to increase new vocabulary for elementary school children in orphanages
2. How to make vocabulary learning interesting and interactive for elementary school children in orphanages

Activity Objectives

The objectives of this community service activity are:
1. Increase children's motivation in learning English
2. Creating easy and fun English learning through vocabulary building games and the use of image media

Benefits of activities

The benefits obtained by carrying out this activity are:
1. Increased children's motivation to learn English and apply it in everyday communication.
2. Change the perception that learning English is difficult and boring to easy and fun.
3. Expand students' English vocabulary through the use of pictures that facilitate understanding and remembering words better.
4. Improve students' language skills, especially in terms of pronunciation, through an interactive and exciting approach.
5. Increase student activity and participation in the English learning process, thereby creating a more collaborative and positive learning environment.

Prevention Framework

Implementation of learning using printed image media and word composing games is carried out in the form of pronunciation along with the meaning of the words and also questions and answers. Members or students are expected to understand the importance of a framework in providing easy and enjoyable English learning so that students are able to use it in communicating both at school and in everyday life.

Linkage

This activity is one of the objectives of the 2013 curriculum which is related to student-centered teaching in a visual and effective application organized by universities (Community Service) in the context of community empowerment to find out and develop students' abilities in order to smarten students' lives. In this way, the government helps in the education sector by making learning English easy and fun.

Activity Method

In this community service, the activities carried out are:

1. Teaching
2. Discussion
3. Play while remembering the vocabulary in the picture.

Evaluation Plan

The results of this service will be measured using the following parameters:

1. Students' understanding of the material
2. Student activity in learning
3. Responses from students

Literature Review

Vocabulary is the vocabulary/richness of words that a language has (Soedjito et al, 2011:3). When learning a language, you cannot be separated from learning vocabulary, because vocabulary has a very vital role in determining fluency in communication. Communicating can be done through various languages, including English. The existence of vocabulary in English is one of the requirements for being able to master English. Mastery of English can be improved by mastering vocabulary well because good vocabulary mastery will influence a person's language skills. Speaking ability is the ability to express opinions or thoughts and feelings to a person or group orally, either face to face or at a distance. Moris in Novia (2002:54) states that speaking is a natural means of communication between members of society to express thoughts and as a form of social behaviour. Meanwhile, Wilkin in Maulida (2001:14) states that the aim of teaching English today is to speak. Furthermore, Wilkin in Oktarina (2002:45) states that speaking skills are the ability to compose sentences because communication occurs through sentences to display the differences in behaviour that vary from different communities.

According to Keraf, language has two meanings as follows:

1. Language is a means of communication between members of society in the form of sound symbols produced by human speech organs.
2. Language is a communication system that uses arbitrary vocal symbols (speech sounds).

Vocabulary is the vocabulary/richness of words that a language has (Soedjito et al, 2011:3). When learning a language, you cannot be separated from learning vocabulary, because vocabulary has a very vital role in determining fluency in communication. You can communicate through various languages, including English. The existence of vocabulary in English is one of the requirements for being able to master English. Mastery English can be improved by mastering vocabulary well.

Methodology

IMPLEMENTATION OF ACTIVITIES
    A. Problem Solving Analysis

The activities carried out in this community service are teaching in the form of games and questions and answers to increase new vocabulary for students in learning English. This community service activity was carried out on Thursday 25 and Saturday 27 April 2024. Details of the implementation of learning new language vocabulary English for students is as follows:

1. Thursday 25 April 2024

Opening Activities:
    a. The teacher introduces himself to the students and explains the background and objectives of implementing vocabulary learning in English lessons.
    b. Conduct an ice breaking warm-up by asking students to follow the instructor's guidance.

Core activities:
    a. The teacher explains vocabulary and shows pictures of the names of animals, fruit or objects in English.
    b. The teacher asks students to follow the pronunciation of the vocabulary after it has been said by the teacher.
    c. Teacher corrects wrong English pronunciation.

Closing activities:
    a. The teacher asks students to do exercises in the form of word-composing games.
    b. Teachers and students check together the answers they have worked on.

2. Saturday 27 April 2024

Opening Activities:
    a. The teacher introduces himself to the students and explains the background and objectives of implementing vocabulary learning in English lessons.
    b. Conduct an ice breaking warm-up by asking students to follow the instructor's guidance.

Core activities:
    a. The teacher explains vocabulary and shows pictures of the names of animals, fruit or objects in English.
    b. The teacher asks students to follow the pronunciation of the vocabulary after it has been said by the teacher.
    c. Teacher corrects wrong English pronunciation.

Closing activities:
    a. The teacher asks students to work on the questions given by the trainer.
    b. Asking students' responses after learning vocabulary using the printed image method in English for 2 consecutive days.
    c. Give simple questionnaires to students after learning vocabulary using the printed image method in English after 2 consecutive days

    B. Strategic Intermediate Target Audience

From the perspective of the target audience, this teaching is very strategic to be given to the children of the Saemeri Anak Bangsa Orphanage because:

1. Students at the Saemeri Anak Bangsa Orphanage do not understand simple vocabulary in English due to environmental factors where English is very minimal.
2. There have never been any exciting activities given to the children at the Saemeri Anak Bangsa Orphanage.

This activity is one of the objectives of the independent curriculum which is related to student-centered teaching in one visual and effective application organized by universities (Community Service) in the context of empowering the community to know and develop students' abilities in order to make students' lives more intelligent. And that's how the government helps in the education sector to make learning English easy and fun.

C. Activity Method

In this community service, the forms of activities carried out are:

1. Teaching
2. Practice
3. Feedback

Findings

Partner Description

This is the Saemeri Anak Bangsa Medan Foundation. The children of the Saemeri Children's Home for the Medan Nation come from various ethnicities and languages

Driving Factors

The factors that drive the implementation of service at the Saemeri Anak Bangsa Orphanage are:

1. The importance of increasing knowledge about English vocabulary and pronunciation.
2. Similar activities have never been carried out for the children of the Saemeri Anak Bangsa orphanage.
3. Support from the orphanage management and the willingness of the orphanage children to learn.

Obstacle Factor

It is difficult to arrange meeting times with orphanage children because they already have a regular daily schedule so that in order to hold learning there must be some daily activities for the orphanage children that have to be postponed. And it is difficult to manage the time of teachers (students) because there is a lecture schedule every day.

Evaluation

After carrying out English vocabulary and pronunciation lessons for the children of the Saemeri Anak Bangsa orphanage, several evaluations were found:

1. Students already know the vocabulary of animal names, professions and buildings in English.
2. The orphanage children are motivated to learn English vocabulary and pronunciation because they are actively involved during the learning process.
3. The orphanage children are very enthusiastic in learning new vocabulary in English learning because this activity is the first in the environment.

Conclusion

From the learning results, conclusions can be drawn, including:

1. Before this lesson, students' vocabulary, especially regarding the names of animals, professions and buildings in English, was very limited. After this lesson, the vocabulary of the orphanage children increased, especially the vocabulary of the names of animals, professions and buildings

2. It is proven that additional learning obtained through community service activities carried out by the author can improve students' English language skills, especially students' English vocabulary.

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