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APPLICATION OF ENGLISH IN PSYCHOMOTOR PLAY AT PAUD NURNAIMA BANDUNG

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Abstrak

Kegiatan ini bertujuan untuk mempelajari penerapan bahasa Inggris dalam kegiatan bermain psikomotorik dalam konteks Pendidikan Anak Usia Dini (PAUD). Dengan menggunakan metode penelitian kualitatif deskriptif, data dikumpulkan melalui observasi dan wawancara yang dilakukan dengan para pendidik dan siswa. Temuan penelitian menunjukkan bahwa para siswa menunjukkan respons yang sangat baik selama kegiatan psikomotorik kasar, sementara kinerja mereka dalam kegiatan psikomotorik halus dinilai baik. Secara khusus, 75% siswa berhasil menunjukkan penguasaan dan penggunaan bahasa Inggris selama kegiatan ini. Hasil ini menggarisbawahi pentingnya memperkenalkan bahasa Inggris pada usia dini, terutama melalui permainan psikomotorik kasar yang menarik. Studi ini menyimpulkan bahwa paparan bahasa Inggris sejak dini, jika diintegrasikan dengan kegiatan psikomotorik yang menyenangkan, dapat secara efektif meningkatkan perkembangan bahasa dan keterampilan motorik anak-anak.

Kata Kunci: Psychomotor Play, English Language Acquisition, Early Childhood Education, Gross Motor Skills



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1. INTRODUCTION

The phenomenon of the "Global Village" has significantly influenced the prevalence of English (Whig, 2022, p. 46), particularly among young learners, including those in early childhood education (Pendidikan Anak Usia Dini/ PAUD). As information technology continues to advance, especially through the proliferation of video content, young people are increasingly exposed to the English language, enhancing their recognition and understanding of it. This exposure not only familiarizes them with the language but also instills an appreciation for its cultural nuances. In response to this trend, many educational institutions have begun to integrate English into their curricula, recognizing its importance in preparing students for a globalized society.

In light of these developments, schools are revising their curricula to include English as a core component (Powell, 2022, p. 257). This adaptation reflects a proactive approach to equipping students with essential skills for their future endeavors. By incorporating English into early childhood education programs, institutions aim to foster linguistic competence from a young age. This foundational knowledge enhances communication skills and opens doors to further academic opportunities as students progress through their education. The integration of English is not merely a response to external pressures; it is a strategic decision that aligns with the realities of an increasingly interconnected world.

One institution that exemplifies this proactive adaptation is PAUD Nurnaima. Recognizing the significance of English in contemporary society, the school sought collaboration with the English Literature Department to effectively incorporate the language into its curriculum. This initiative highlights a commitment to providing students with quality education that prepares them for future challenges. The partnership signifies mutual benefit; while PAUD Nurnaima gains valuable resources and expertise, the English Literature Department fulfills its community service mandate by contributing to local educational development.

The decision to partner with PAUD Nurnaima in Bandung City for this community service program (PkM) stemmed from a clear recognition of the school's pressing need for English language support for its students. The educators at PAUD Nurnaima expressed a strong desire to enhance their students' English skills, understanding that early exposure to a second language can significantly benefit cognitive and social development. However, it became apparent during our initial discussions that the teachers felt uncertain about their own English abilities, which ultimately affected their confidence in teaching the language effectively.

The primary challenge identified was the educators' lack of English competency, which hindered their ability to introduce the language to their students. Many teachers admitted to feeling overwhelmed by the prospect of teaching English, as they lacked both the knowledge



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Rabu, 4 Desember 2024



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and the skills necessary to engage young learners in meaningful language activities. This lack of confidence not only impacted their teaching but also limited the opportunities for students to learn English in a playful and interactive environment.

Choosing PAUD Nurnaima as a partner was also influenced by practical considerations. One of our lecturers lives near the school and had developed a rapport with the headmaster. The headmaster reached out personally, seeking assistance in preparing English materials and resources for the school. This connection highlighted the school's willingness to collaborate and the urgency of their need for support. By selecting PAUD Nurnaima, we aimed to address these challenges directly, focusing on building the teachers' competencies and equipping them with the tools necessary to foster an effective English learning environment for their students. The collaboration between PAUD Nurnaima and the English Literature Department is framed as a community service initiative, emphasizing the importance of service learning in higher education. Two lecturers and several students enrolled in the English for Young Learners course actively participate in this project, bringing theoretical knowledge into practical application. This engagement enriches the educational experience for PAUD students and allows university students to develop their teaching skills while gaining insights into early childhood education practices. Such reciprocal relationships foster a sense of responsibility and commitment among future educators.

Ultimately, the integration of English into early childhood education programs like that at PAUD Nurnaima reflects broader trends influenced by globalization and technological advancement. As young learners become increasingly exposed to English through various media, educational institutions must adapt their curricula accordingly. The collaboration between PAUD Nurnaima and the English Literature Department serves as an exemplary model of how community engagement can enhance educational outcomes. By prioritizing language acquisition at an early age, we can better prepare future generations for success in an interconnected world where English plays a crucial role in communication and cultural exchange.

The efforts made by PAUD Nurnaima to incorporate English into its curriculum illustrate a forward-thinking approach that recognizes the evolving landscape of education in a globalized context. By embracing this change, both educators and students stand to benefit from enhanced learning experiences that equip them with vital skills for navigating an increasingly complex world. As we move forward, it is essential that more institutions follow this example, ensuring that young learners are well-prepared for the challenges and opportunities that lie ahead in their educational journeys.

2. METHOD

This activity employed a qualitative descriptive method to explore the integration of English language instruction within psychomotor play activities in early childhood education



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Rabu, 4 Desember 2024



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(Elliott & Timulak, 2015, p. 155). Psychomotor play is a vital category of play that emphasizes physical movement and coordination, serving as an essential component of early childhood education. This type of play involves activities that require children to use their bodies in a purposeful way, enhancing their motor skills while simultaneously engaging in imaginative and social interactions. Examples of psychomotor play include games like tag, obstacle courses, dancing, and interactive playground activities. Through these activities, children not only exercise their physical abilities but also develop crucial cognitive and language skills. Research has shown that psychomotor play is particularly effective in fostering children's English language skills. For instance, a study by Ginsburg highlighted that children who engaged in active, movement-based play exhibited improved language acquisition and vocabulary development compared to those who participated in more sedentary activities (Ginsburg & Affrunti, 2013, p. 211). Similarly, another study found that incorporating language into physical activities, such as singing songs with actions or playing games that involve following verbal instructions, significantly enhanced children's understanding and use of new vocabulary.

The reason psychomotor play is considered an effective medium for improving children's English language skills lies in its interactive nature (Biesieda, 2021, p. 32). When children participate in these physical activities, they are often required to communicate with their peers, follow directions, and express themselves verbally. This engagement creates a natural context for language use, allowing children to experiment with new words and phrases in a fun and relaxed setting. For example, during a game of "Simon Says," children must listen carefully to instructions and respond physically, promoting both comprehension and verbal expression.

Moreover, the enjoyment derived from psychomotor play encourages children to participate more actively, leading to greater exposure to the English language (Song, 2017, p. 68). By integrating language learning into dynamic and playful contexts, educators can create a rich learning environment that supports children's overall development, making psychomotor play a highly effective approach for teaching English in early childhood settings.

Qualitative research is particularly effective in educational settings, as it allows for an in-depth understanding of complex phenomena through the perspectives of participants (Kirkwood, 2001, p. 176). By utilizing interviews and observations, the activity aimed to capture a comprehensive view of how English can be effectively taught in conjunction with physical play, thereby enriching the learning experience for young children. This approach aligns with constructivist theories, which emphasize that knowledge is constructed through social interactions and experiences.

The research process began with careful planning of the material to be presented to the students. This initial step was crucial, as it ensured that the content was age-appropriate and



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Rabu, 4 Desember 2024



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relevant to the children's developmental stages. According to Piaget's theory of cognitive development, children learn best when they can actively engage with materials that resonate with their existing knowledge and experiences. By tailoring the English language content to fit within psychomotor play, educators can create a context that not only enhances language acquisition but also supports cognitive growth through active participation.

Following the planning phase, English was applied within psychomotor play activities. This integration is grounded in the idea that learning through play facilitates deeper understanding and retention of knowledge. Vygotsky's Social Development Theory posits that social interaction is fundamental to cognitive development, suggesting that children learn languages more effectively when they are engaged in collaborative activities with peers. By embedding English instruction within playful contexts, students are more likely to internalize language skills as they interact with their environment and each other, thus reinforcing their learning through practical application.

Observations and recordings of these activities were conducted to gather data on student engagement and language use during play. This observational component provided valuable insights into how children interacted with both their peers and the English language in a naturalistic setting. The use of qualitative data collection methods such as field notes and video recordings allowed researchers to analyze not only verbal communication but also non-verbal cues that indicate understanding and engagement. This aligns with the principles of ethnographic research, which seeks to understand cultural practices through direct observation and participation.

Interviews with the headmaster and teachers were also integral to this activity, offering perspectives on the implementation and effectiveness of integrating English into psychomotor play. These interviews provided contextual information regarding institutional support, teacher training, and pedagogical strategies employed in the classroom. Thematic analysis of interview data revealed common challenges and successes experienced by educators, further enriching the findings of the activity. By synthesizing data from teaching observations, interviews, and recordings, a comprehensive analysis emerged that highlighted the multifaceted nature of language acquisition in early childhood education.

In conclusion, this qualitative descriptive activity underscores the importance of integrating English language instruction within psychomotor play activities as a means to enhance learning outcomes for young children. By employing a systematic approach that includes planning, observation, and interviews, researchers can gain valuable insights into effective teaching practices that align with contemporary educational theories. The findings suggest that such integration not only supports linguistic development but also fosters cognitive and social skills essential for navigating an increasingly interconnected world. Through this



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Rabu, 4 Desember 2024



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holistic approach to education, we can better prepare young learners for future academic success while promoting their overall development.

3. RESULT AND DISCUSS

The introduction of English language psychomotor play activities at PAUD Nurnaima in Bandung City began with an initial meeting involving the educators and the headmaster. This meeting served as a foundational step to foster collaboration and ensure that everyone was on the same page regarding the goals of the initiative. During the session, we engaged in a brainstorming activity that allowed the teachers to share their existing knowledge and experiences related to both English language instruction and psychomotor play. This collaborative approach helped to create an open environment where educators felt comfortable discussing their insights and challenges.

Following the brainstorming, we delved into a discussion about the teachers' English competency levels. This dialogue was crucial as it enabled us to understand where to begin in terms of developing suitable materials and activities for the students. By assessing their language skills, we could tailor our resources to meet the educators' needs and ensure that they felt confident in implementing the activities. We explored various methods of integrating English into psychomotor play, emphasizing the importance of creating a fun and engaging learning atmosphere for the children.

With the educators' input, we started setting up materials that would be both age-appropriate and aligned with the psychomotor development goals for the students. The activities were designed to be interactive and to encourage movement, which is essential for young learners. By incorporating English language elements into these play activities, we aimed to enhance not only the children's language skills but also their overall physical coordination and social interaction. This holistic approach to learning would ultimately benefit both the educators and the students at PAUD Nurnaima, fostering a richer educational experience.

This activity exclusively examines psychomotor play within the context of PAUD (Pendidikan Anak Usia Dini), focusing solely on this type of play without delving into other recognized forms such as construction and role-playing. Psychomotor play is a crucial element in early childhood education, designed to enhance physical coordination and motor skills while concurrently stimulating cognitive and emotional development. By concentrating on psychomotor play, this activity aims to elucidate how English language instruction can be seamlessly integrated into these activities, creating a richly interdisciplinary learning environment.

Duration and Frequency of Community Service



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Rabu, 4 Desember 2024



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The community service initiative undertaken by the English Literature Department lasted for two months, with weekly meetings serving as regular checkpoints for discussion and evaluation. This structured timeline enabled consistent monitoring and adjustment of instructional strategies, ensuring that the program remained aligned with its objectives. Regular meetings facilitated open dialogue between stakeholders, allowing for collective problem-solving and continuous improvement throughout the duration of the project.

Methodology of Teaching English Lessons

To deliver English lessons effectively within the confines of psychomotor play, various activities were implemented. Singing songs about body parts served as an engaging tool for introducing vocabulary related to anatomy, encouraging repetition and memorization. Watching selected cartoons featuring characters speaking English helped expose students to authentic usage patterns in contextually appropriate situations, while post-viewing discussions reinforced newly acquired words and phrases.

Additionally, puzzle-based exercises promoted spatial reasoning while introducing geometric concepts like shapes. Students learned to identify and name different types of two-dimensional shapes, enhancing their visual-spatial intelligence. Simple ball games required coordination and teamwork, indirectly teaching important verbs such as "throw," "catch," and "kick." These action-oriented tasks kept students physically active while practicing essential English terminology.

Organizing paper activities involved cutting shapes from paper to develop fine motor skills while introducing shape-related vocabulary. Sticking cut-out shapes onto larger templates practiced spatial arrangement and naming colors, animals, or objects depending on the task. These varied activities ensured that English language instruction remained dynamic and engaging, catering to diverse learning preferences and abilities.

Material Contents Delivered

The material contents covered in these sessions included greetings, body parts, animals, two-dimensional shapes, and colors. Basic greetings like "Hello!" and "Goodbye!" were emphasized to teach polite conversation starters. Vocabulary associated with human anatomy such as "head," "hand," and "feet" was introduced through singing songs and performing gestures corresponding to each word. Pictures or flashcards showing different animals helped students learn animal names while encouraging identification skills.

Introducing various shapes like squares, circles, triangles, and rectangles via puzzles prepared students for later math concepts while solidifying their understanding of geometry basics. Color-naming activities utilized crayons or colored pencils to reinforce color vocabulary, aiding in visual differentiation and description skills. By covering these foundational topics systematically, the program aimed to lay a strong groundwork for subsequent language studies while nurturing creativity through interactive gameplay.



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Rabu, 4 Desember 2024



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Observations on Student Participation

During the observation phase of the activity, it became evident that students participate more actively in gross motor activities compared to fine motor tasks. For instance, during singing and ball games, students demonstrated a higher level of engagement and usage of English vocabulary. Their enthusiasm for these activities allowed them to practice language skills in a lively and interactive context. In contrast, activities such as cutting and sticking puzzles elicited less participation and verbal expression. This discrepancy highlights the importance of incorporating dynamic, movement-oriented tasks to enhance language acquisition among young learners.

Insights from Interviews

Interviews conducted with the headmaster and teachers provided valuable insights into the students' language recognition and pronunciation challenges. According to the headmaster, many students recognized several English words they encountered while watching YouTube videos. This exposure to English outside the classroom underscores the impact of multimedia resources on language learning. However, it also revealed some issues with pronunciation; for example, some students mispronounced numbers, such as saying "9" as /nen/ instead of the correct pronunciation /nain/. Such discrepancies indicate that while students may be absorbing vocabulary, they require additional support to develop accurate pronunciation skills.

Teacher Confidence and Resources

The interviews also highlighted a notable concern regarding the teachers' confidence in speaking English. Many educators expressed uncertainty about their own language abilities, which can significantly affect their teaching effectiveness and students' learning experiences. To address this issue, we informed them about resources available online, such as the Oxford Learners Dictionaries website (<https://www.oxfordlearnersdictionaries.com/>). This platform offers audio pronunciations and phonetic spellings that can assist teachers in improving their own pronunciation skills.

By encouraging teachers to utilize these resources, we aim to bolster their confidence in using English during instruction. Improved teacher proficiency not only enhances the learning environment but also serves as a model for students, demonstrating the importance of accurate language use. Ultimately, fostering a supportive atmosphere where both teachers and students can learn from one another is essential for effective language acquisition.

After synthesizing the findings from observations and interviews, it is evident that PAUD Nurnaima is actively working to integrate English language materials into its curriculum. This initiative reflects a broader recognition of the importance of English proficiency in preparing young learners for future academic and social opportunities in an increasingly interconnected world. The school's commitment to adopting English language instruction is a commendable step toward enhancing the educational experience for its students,



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Rabu, 4 Desember 2024



Via Zoom Meeting

as it aligns with contemporary educational practices that emphasize multilingualism and cultural competence.

However, the implementation of this initiative reveals several critical areas that require attention. First and foremost, it is essential for teachers to undergo preparation courses aimed at improving their English competency. The confidence and proficiency of educators directly influence the effectiveness of language instruction; thus, investing in professional development is crucial. Such courses should not only focus on language skills but also encompass pedagogical strategies tailored to teaching English to young learners. By equipping teachers with the necessary tools and resources, the school can create a supportive learning environment that fosters both teacher and student growth.

Moreover, while some students demonstrate familiarity with English vocabulary, their pronunciation often reflects common errors, indicating a need for targeted phonetic instruction. This situation underscores the importance of providing students with accurate linguistic models from their teachers. To address these challenges, the school should consider implementing structured phonics programs and utilizing multimedia resources that emphasize correct pronunciation. Incorporating technology—such as language learning applications or interactive online platforms—can further enhance students' exposure to native pronunciation and usage.

Looking ahead, it is imperative for PAUD Nurnaima to prioritize readiness among its teaching staff in delivering English materials effectively. This includes not only enhancing teachers' language skills but also ensuring they have access to high-quality, English-based instructional materials that align with the developmental needs of young learners. By curating a rich repository of resources—such as storybooks, educational games, and visual aids—the school can facilitate engaging and meaningful language learning experiences.

While PAUD Nurnaima has made significant strides in integrating English into its curriculum, ongoing efforts are necessary to optimize this process. By focusing on teacher preparation, addressing pronunciation challenges, and providing appropriate instructional materials, the school can enhance its educational framework. These steps will not only improve English language proficiency among students but also prepare them for successful engagement in a globalized society where effective communication skills are paramount. Thus, fostering an environment conducive to language learning will ultimately empower young learners to thrive academically and socially in their future endeavors.

4. CONCLUSION

Based on the findings of this activity, it is clear that PAUD Nurnaima is making significant strides in integrating English language materials into its curriculum. This initiative reflects a growing recognition of the importance of English proficiency in early childhood education, particularly as it prepares students for future academic and social opportunities in



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Rabu, 4 Desember 2024



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an increasingly globalized world. However, the successful implementation of this initiative hinges on several critical factors that must be addressed to optimize the learning experience for both teachers and students.

Firstly, it is essential for teachers to engage in preparation courses aimed at enhancing their English competency. The confidence and proficiency of educators play a pivotal role in the effectiveness of language instruction. By investing in professional development, the school can empower its teachers to deliver English lessons more effectively, thereby fostering a supportive learning environment that encourages student engagement and participation. This aligns with contemporary educational theories that emphasize the importance of teacher efficacy in student learning outcomes.

Moreover, while some students demonstrate familiarity with English vocabulary, their pronunciation often reflects common errors. This highlights the necessity for targeted phonetic instruction to ensure that students not only learn new words but also articulate them correctly. Providing resources such as multimedia tools or phonics programs can help reinforce proper pronunciation and enhance overall language acquisition. Such measures are vital in addressing the discrepancies observed in students' language use, ensuring they develop a strong foundation in English from an early age.

Looking forward, it is imperative for PAUD Nurnaima to prioritize equipping its teaching staff with the skills and resources needed to deliver English materials effectively. This includes curating high-quality, English-based instructional materials that cater to the developmental needs of young learners. By offering a diverse array of resources—such as storybooks, educational games, and visual aids—the school can create an engaging curriculum that promotes interactive learning experiences.

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