

# ADAPTED PLAY BASED LEARNING

## Chapter 1

### Introduction

#### **Background of the Study**

English has been declared as one of the international language in all over the world. Consistent with this thinking, many schools establish teaching and learning with English as their primary language of communication. To increase its effectiveness of English language acquisition, English has been introduced since the very early childhood level, and it is estimated that most children in the world learn English as foreign language during early childhood education (Grosjean, 2007).

In Indonesia, early childhood level is started at the age of 3 to 4 years old. It is consider that in these ages are the most perfect time for the brains to acquire new language from their environment (Scott & Ytreberg,1990). Hence, mentioned by

National Association for the Education of Young Children (NAEYC) Australia that this age is an excellent phase to open great challenge to build children skills such as cognitive, social, emotional and motoric skills.

The challenges for early childhood educational in Indonesia with an international standart demands more responsibility to educators. The preparation of visible and measurable learning outcomes with the use of English as primary language for communication has become one of the main concerns. As the result, teachers must be ready with various learning approaches suitable for the early childhood level. Teachers need to use a special approach without eliminating the nature of childhood and must be able to accomodate young learners' special characteristics. From knowing and understanding the young learners' characteristic will become prominent for young learners' teachers. It enable to influence many aspects of learning in teaching English for

young learners with effective teaching such as teaching style, methods, learning materials, prepare lesson plan, and the way to gather with children (Pinter, 2006). Teaching methods and learning materials for young learners in playgroup level must be enjoyable and interesting in order to develop and to maintain young learner interest in learning.

Play is considered as activities that blend with children and it is remarked as an approachment that can amuse children. However, in contrary, play is noticed as a process of children engaging with aimless activities and will give less contribution in learning (Turk, 2015). The opinions has lead to condition that play is not valueable for young learners, since no preparation for the young learners regarding their academic readiness in general. The process to prescribe the definition of 'play' itself is still continue until now. According Neumann (1971), Rubin et al. (1983), Spodek et al. (1987), and others, they tried to define the definition of play more clearly and also

communicating more accurately by providing useful criteria. Unfortunately, clearer criteria and definitions are insufficient to understand ‘why people play’ and especially ‘why children play’. For each definition still creates differences in understanding and interpreting play. Often, play is defined as distinct from work and the activity can be called as play, if it is not work. The opposite, the same activity can be identified as work under the some conditions and as play under other conditions. It has been a great challenge for the psychologists almost in hundreds of years until now to continue the research.

As a result, there are many benefits of play in recent years have seen a steady decrease in the amount of time (Brownson et al. 2010; Frost 2008; Meisels & Shankoff, 2000). Many preschools and elementary school administrators eliminated play from their schedules (Bodrova & Leong, 2003; Brandon, 2002; D. Johnson, 1998; Murline, 2000; Sisson, 2011; Vail, 2003). Furthermore, play has been replaced with

academic readiness activity, particularly in literacy and reading, to match the content of standardized testing for the learners (Brandon 2002; Rromberg 1990; D. Johnson, 1998; Steinhauer, 2005; Vail, 2003). This fact has in contrast with the nature of the childhood.

The researcher noticed that the negative thoughts to eliminate play from preschools and elementary schools would not be complement to develop the children nature in learning. In Rainbow pre-school, children have a right to learn with learning approaches that sensible to their age appropriate level. When play began available in early childhood education field, it is considered as the appropriate approach of learning to implement for early childhood (Turk, 2015). The researcher has been working at Rainbow Pre-School since year 2015. She was working in Early Childhood Educational department as the assistant teacher of a playgroup teacher. The researcher observed, during teaching and learning activities with the use

of play was being very effective and eliminate the negative thought about play. And also with English as the medium of instructions, this condition really able to improve the use of English. The Rainbow pre-school, is a school under International Baccalaureate Organization (IBO). The Rainbow pre-school aims to produce young learners with internationally minded people who recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world (MTPYPH, 2009). Making the Primary Years Programme Happen (MTPYPH, 2009) is the main curriculum framework in Rainbow pre-school.

In Rainbow pre-school, play learning approaches is recognized as Play-based Learning, which means play that has been adapted with the International Baccalaureate curriculum is delivered with English as the main language of instruction. The researcher believes that the practice of Play-based

Learning at Rainbow pre-school is effective to develop the children learning in accordance with their nature childhood.

The researcher is working as an assistant of class teacher in Rose class at playgroup level. There are fourteen (14) of three-years-old students in Rose class. The researcher attends the class to support the teaching and learning programme in 2016-2017 academic year level. She intended to support the activity of teaching and learning, such as collaborative teaching, that is planned and conducted by Ms. Anita and also supported by Mr. Stephen as Play-based Learning coordinator in Rainbow pre-school. The researcher consider that the practice of Play-based Learning in teaching and learning in Rainbow pre-school, would had been very effective and compatible to build young learners future.

### **The Research Questions**

The study attempts to answer the following research questions:

1. How do teachers at Rose class adapt Play-based Learning to support young learners' learning programme ?
2. How do the practices of the adapted Play-based Learning influence young learners' English language development ?

### **The Purposes of the Study**

Based on the research questions this research is intended to answer the process of adapted Play-based Learning to support young learners' learning programmes and the description about the practices of adapting Play-based Learning with IB Curriculum could enhance the young learners' English development.



The research is going to be held in Rose class, at Rainbow Pre-School, Surabaya.

### **Definition of Key Terms**

To avoid ambiguity, the following definitions will be used in this research:

**Adapted Play-based Learning** in this research means a play that being adapted with school curriculum framework, ‘Making the Primary Years Programme Happen’. The way to conduct play must organized based on the requirements that available in the curriculum. The use of play is being supported by “Children of Innocence” theory by Rousseau. This theory define about young learners will learn best when they are allowed to observed and interact with nature and life.

**English** is the main language of instruction that used for teaching and learning at Rainbow pre-school. The use of English also available in Rainbow pre-school rules.

**Making the Primary Years Programme (PYP)**

**Happen** is the prescribed curriculum at Rainbow Pre-School based on International Baccalaureate Organization programme. Teachers prepare the planning for teaching and learning activity based on the curriculum available. The planner of teaching learning activity in class or team level must consisted to build the young learners based on the Learner Profiles.

**Primary Years Programme** is the context to all aspects of students learning based on International Baccalaureate at Rainbow Pre-School. In this research, the Primary Years Programme meaning is an inquiry based programme, which designed to support each student with the knowledge, skills and attitudes to be an active, independent learner for life. It focuses on the growth of the developing child, encompassing social, physical, emotional and cultural needs in addition to academic development. The key goal of

the programme is to support all students to become internationally minded, global citizens.

**Early Childhood Education** is beginning level for the young learners to learn and to develop their communication skill, social skill, emotional skill and motoric skill.

**Transdisciplinary Theme** means the learning programme which are not confined within the boundaries of traditional subject areas but is supported and enriched by them. It is a learning programme that each student will have to accomplish in Rainbow pre-school.

**Young Learners** are the playgroup students with age 3 to 4 years old at Rose class in Rainbow Pre-School.

**Prescribed curriculum** is the curriculum framework prepared by the teachers before they conduct the learning process with the students in the classroom.

### **Scope and Limitations**

The study will be held in Rose class at Rainbow pre-

school at West Surabaya, Indonesia. Regarding the content scope, the study is intended to describe Play-based Learning approaches, which is activity of play that is adapted with International Baccalaureate curriculum as School curriculum in order to develop the young learners learning with English as language of instruction.

To decrease the possibility of problems that could affect the findings of the study, a list of weaknesses and limitations of the study has to be defined (Creswell, 2007). The study is limited to find out the process of the adapted play with school curriculum that has been done by the teachers in Rose class and how do the practices of Play-based Learning influence young learners' English language development. This research is limited with the professional ethical working contract that makes the researcher must protect the privacy of all the participants and the sources by applying pseudonyms.

**Significance of the Study**

Most studies conducted to understand the benefits of play for young learners (Eberle, 2011; Fisher et al. 2011; Bjorklund and Gardiner, 2011; Pellegini, 2009) and to develop young learners intentions to communicate with English as language of instructions.

Through examine the thought about conducting Play-based Learning to develop English as a language of instruction, it is hoped that this study may raise positive thoughts about the use of play as a teaching approach for preschool learners and for the educators to be able to facilitate learning activity that includes play in accordance with the childhood learning.